

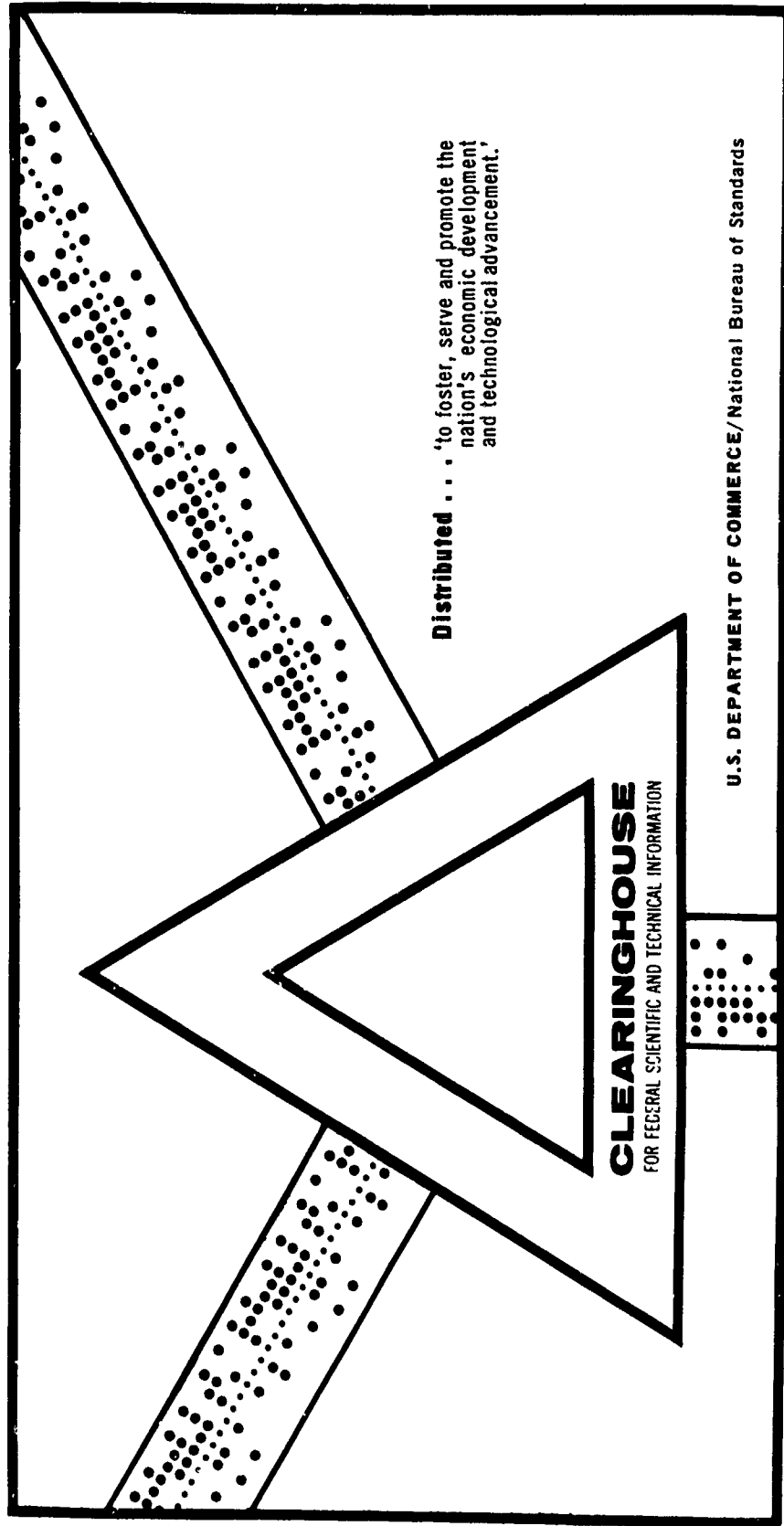
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A STUDY OF THE WIFE OF THE ARMY OFFICER: HER ACADEMIC AND
CAREER PREPARATION, HER CURRENT EMPLOYMENT AND VOLUNTEER
SERVICES

Elizabeth Mason Finlayson

George Washington University
Washington, D. C.

7 May 1969



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HER ACADEMIC AND CAREER PREPARATION,
HER CURRENT EMPLOYMENT AND
VOLUNTEER SERVICES

by

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B. S. in Ed., 1941, University of Wisconsin
M. S. in Ed., 1943, University of Wisconsin

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A dissertation submitted to the Faculty of the School of
Education of The George Washington University
in partial satisfaction of the requirements
for the degree of Doctor of Education

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ABSTRACT OF DISSERTATION

The Wife of the Army Officer: Her Academic and Career Preparation and Her Current Employment and Volunteer Services

THIS STUDY was designed to explore the participation of the Army officer's wife in the areas of education, volunteer services, and employment, and the premise that there are certain characteristics of the military environment which might influence and modify that participation. The study focuses upon (1) the wife's educational and career preparation, (2) the utilization of that preparation in volunteer services and paid employment, and (3) situational and environmental factors thought possibly to influence participation in these areas. —

The population of the study was the wives of a random sampling of 1,000 U.S. Army officers, of all ranks, on duty in the United States. The responses represent a 75 per cent return.

The data-gathering instrument was a 63-item questionnaire; the data was coded and computed on the IBM 360 Model 44 Programming System. Frequency distributions and percentages, rank order, and cross tabulations were employed where meaningful.

The findings reveal the following:

1. The Army officer's wife is well educated. Over 80 per cent have education beyond high school; approximately 40 per cent have attained the bachelor's degree.
2. The occupational fields most frequently represented in education, volunteer services, and employment are education, nursing, and clerical work.
3. Over 40 per cent of the wives have had some education after marriage; half of them indicate interest in further study. Intellectual stimulation, personal growth, degree acquisition, and improvement of employment potential are motivating factors.
4. For those with definite educational goals, frequent transfers cause difficulties in completing requirements, transferring credits, financing, and finding suitable schools which meet specific needs.
5. Nearly half of the wives participate in volunteer services. Twelve per cent of their assignments are considered to be professional; 38 per cent require special skills and organizational and leadership abilities.
6. Wives are more apt to perform volunteer services on the Army post than in a civilian community; those living on post are more apt to volunteer than are those in civilian communities.
7. Twenty per cent of the wives are currently employed; over 50 per cent of those not employed are interested in working at some time, 60 per cent preferring part-time work.
8. Participation as a volunteer increases with the rank of the sponsor; participation in the labor force decreases with the rank.
9. The most frequently stated reason for working by wives of all ranks is financial.
10. Employment disadvantages center around the loss of benefits—salary, fringe, seniority—caused by transfers; the difficulties in establishing any sort of a career; the lack of uniformity in state licensing and certification requirements necessitating requalifying for employment; the (alleged) discrimination of employers against dependents because of their transient existence; the lack of available jobs in one's field. Several employment advantages were also recognized.

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11. There are reasons to believe that the military community expects the Army officer's wife to participate as a volunteer, particularly if she resides on post; however, there is no strong feeling regarding her participation as a member of the labor force.

The findings indicate that the Army should: *Counseling and guidance in the*

1. broaden its ~~publicity~~ of Army Education Centers specifically to reach, include, and encourage Army wives, and expand the educational benefits available to wives through the military;

2. give further consideration toward the employment of qualified dependents in nonmilitary jobs now held by members of the Armed Forces and non-professional volunteers, and expand its efforts to employ qualified dependents in part-time positions;

3. consider research into (a) the coping mechanisms of wives whose husbands are on hardship tours and (b) the educational needs of wives of both enlisted personnel and officers, and the best manner of meeting those needs.

BIOGRAPHICAL SKETCH

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Dissertation directed by
Harry Grubb Detwiler
Professor of Education

DEDICATION

To my husband, Hal, for his untiring
assistance, patience, and encourage-
ment during the recent years of even-
ing classes and research study.

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The writer is indebted to many individuals for their assistance in this study. In particular, appreciation is extended to:

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CHAPTER I

INTRODUCTION

The number of active duty officers in the United States Army today is well over one hundred thousand.¹ Over eighty per cent of these officers are married men. It is their wives with whom this study concerns itself--the thousands of women who, by virtue of their husband's occupation, are either permanently or temporarily "Army dependents".

The Statement of the Problem

This study is designed to explore the participation of the Army officer's wife in the areas of education, volunteer services, and employment on the premise that there are certain characteristics of the military environment which might influence and possibly modify that participation. To this end, the study will seek answers to the following questions:

1. What is the academic and career preparation of the officer's wife?
2. To what extent does the officer's wife participate in volunteer services that utilize her academic and career

¹U.S. Army Element, U.S. European Command, Army Information Letter, May 22, 1968. (This information originally obtained by phone from Adjutant General, Officer Personnel Branch, The Pentagon, Washington, D.C., May 1967.)

preparation?

3. To what extent is the Army officer's wife employed, and is her employment commensurate with her training and education?

4. Is it possible to identify "problem areas" which an officer's wife might encounter as she seeks to further her education, enter the labor market, or participate in volunteer services? Are the problems "military related"?

5. Does the Army officer's wife feel that her husband's occupation as an Army officer has substantially influenced her educational, volunteer, and occupational involvement, and if so, what are influencing factors as she identifies them?

6. To what degree do attitudes of "significant others" influence the extent to which a wife participates in volunteer services or employment?

7. Many American wives are entering the labor market in their "mature" years at a time when their children are in school or when they have left the home for marriage, college, or career. Does the data indicate that the officer's wife is doing likewise?

8. What are the occupational fields in which the Army officer's wife is: a) educated or trained, b) most apt to be employed, c) most frequently utilizing her training and preparation through participation in volunteer services, and d) experiencing specific difficulties in seeking employment? What is the nature of the difficulties encountered?

Background

It has been suggested that there are certain characteristics of the military environment that distinguished it from other environments. To better understand the significance of this study it is helpful to define some of these characteristics which might help one understand the climate in which the officer's wife is most apt to function.

First of all, it is a mobile life. Army tours seldom exceed three years; many are considerably shorter. "Home" for the Army family may be a set of government quarters or a rented apartment; the community may be military or civilian; the zip code may be east or west; and, with luck, there may be an overseas tour or two.

The life is beset with prolonged separations, often threatened by the possibility or the fact of hazardous duty for the officer-husband-father. This factor is particularly evident today as our nation strives to bring peace to southeast Asia.

It is a life where one identifies, hopefully, with the military family, a community without geographical boundaries which replaces the "grass roots" of a home town, offering security and stability for parents and children alike. The extended family of grandparents, aunts, uncles, and cousins is relatively unknown to the military child who travels only with his parents and brothers and sisters.

It is a life of constant change. For the military man, who on each new move fills a job for which he has been

pre-selected, there is at least a job continuity in the move; no such path is paved for the military wife and child. Regardless of the excitement and anticipation with which one views a new assignment, it is seldom easy to move from a place that one has learned to call "home". The wife, too, is more apt to be aware of, or concerned for, the effect of the move upon the children in the family.

The life is founded on customs, traditions, and regulations--and no member of the family can completely escape them. For the officer's wife, it is a life of many roles. To her husband she is a wife, and while she has no rank, she often earns her status through his. To her children she is a mother, and during separations she is also a father substitute. To the Army she is a dependent, and to some extent her privileges and responsibilities are determined by her husband's rank and assignment. To her civilian neighbors she represents the military, and, when on foreign soil, she represents the United States.

But, in addition to all these, she is also a unique individual in herself. Albeit, much of what she is and what she does is determined by the multiple roles she assumes when she becomes an Army wife. However, the investigator does not believe that the officer's wife is basically different from non-Army wives simply by virtue of her military affiliation. Her own individuality cannot be discounted. It will determine to what extent she will accept, or rebel; to what extent Army life will mean opportunity, or frustration; to what extent she will serve, or be served; to what extent she will use and

develop her talents and skills, or let them atrophy.

While this study concerns itself with the education, volunteer services, and employment of the officer's wife, and the influence of the Army environment upon these activities, it is borne in mind that societal factors also play a significant part in determining the extent to which any wife is involved in activities outside her home.

The Significance of the Study

Military literature concerned with the Army dependent contends that the Army officer's wife is the epitome of womanhood; her ability to cope with the new and unexpected is unsurpassed; and, "always she complements the high calling of her husband".¹ While the investigator takes no issue with this claim, in reviewing the literature there appear to be no studies on the Army wife per se to justify it. A complex study on The Career Attitudes of Wives of Junior Officers², completed in 1963, which sent thousands of questionnaires to Lieutenants and their wives in an attempt to determine how retention of these officers could be improved, did not cover some of the areas which this investigator feels to be of significance if one is to better understand the Army wife and her reaction to her military affiliation. The belief that there is a need for

¹Betty Kinzer and Marion Leach, What Every Army Wife Should Know. Harrisburg, Pa.: Stackpole Co., 1966. preface.

²U.S. Army, Career Attitudes of Wives of Junior Officers, Standard and Systems Office, OPO, 1963.

additional comprehensive data on the Army officer's wife prompts this study.

The Purpose of the Study

The purpose of the study is defined in terms of the following specific Objectives:

1. To determine the educational and career preparation of the Army officer's wife.
2. To determine to what extent the academic and career preparation is utilized in volunteer services, and to identify those situational and environmental factors that influence the nature and extent of participation.
3. To determine the current employment of the population and to identify the situational and environmental factors which influence the nature and extent of employment.
4. To determine to what extent and in what fields educated and trained women in this population are employed in occupations related to their major field of study or to their professional preparation.
5. To identify circumstantial factors which the officer's wife relates as influential in her decision to seek, or not to seek, further education and/or employment, and to identify the problems the officer's wife says she encounters as she does so-- in particular, those that appear to be Army related.

Basic Assumptions

1. The degree of participation of the officer's wife in educational activity, volunteer services, and employment is a function of: a) situational and environmental factors, which may

or may not be military-related, b) characteristics of the individual wife, c) the interaction of a and b.

a. The involvement of the wife is in part a function of the general climate in which it takes place, that is, in this instance, the total military and family environment. Factors, such as military customs and traditions, travel, separations, housing, rank, and dependents distinguish the general situation from others and influence to a greater or lesser degree the attitude toward, and participation in, the activities under study.

The involvement of the wife is in part a function of the specific climate in which it takes place, that is, in this instance, the current military assignment of the husband and the current family environment. Factors, unique to the specific assignment, such as the community environs, rank and salary, length of tour, presence of the sponsor, ages and number of dependents distinguish one assignment from all others and influence to a greater or lesser degree the attitude toward, and participation in, the activities under study.

b. The involvement of the wife is in part a function of the personal characteristics of the individual wife. It is determined by the interests, education, background, ambitions, health, age, temperment, and attitudes of the wife. While the individual may exhibit some variability of response, she will normally be characterized by some degree of uniformity or consistancy.

2. Therefore, data obtained from a statistically sound sampling of the population being observed will be meaningful in identifying: a) distinguishing characteristics of this population in the specific areas of this study, and b) situational and environmental factors which influence the extent and nature of participation in these areas.

Limitations

The population for this study is limited to the wives of active duty United States Army officers who, in June, 1967, were assigned to duty within the Continental Limits of the United States (CONUS). The husband's current CONUS assignment as a selection factor was solely to facilitate the procurement of a random sampling of wives residing within CONUS for whom addresses were available.

The problem for this study is limited to the following areas:

1. The academic background and career preparation of the population, up to and including any current enrollment.
2. Selected factors of volunteer services for the year immediately preceding the survey.
3. Selected factors of the current employment status.

Definition of Terms

General and military terms, as used in this study, are defined as follows:

Academic and Career Preparation: Any informal or formal organized schooling or training of an individual which contributes to her ability to function as a member of society with some degree of general competence. Career preparation implies a proficiency in some specific area.

Employment: Any part-time or full-time work for which an individual receives a wage or salary.

Volunteer Service: A service which is rendered by an individual, acting individually or as a member of a group, program, or organization, to another individual or group of individuals, without benefit of pay, and of one's own free will.

Army Rank: This study has made use of the Army division of officer rank into three categories. Starting at the top, these categories and the ranks within them are as follows: General Officers--General, Lieutenant General, Major General, and Brigadier General; Field Grade Officers--Colonel, Lieutenant Colonel, and Major; Company Grade Officers--Captain, First Lieutenant, and Second Lieutenant.

Sponsor: The military member of the family; in this study, the husband.

Dependent: As defined by the Army, the lawful spouse, unmarried legitimate children, and, if dependent for support, the parent or parent-in-law.

Unaccompanied and hardship tours: An unaccompanied tour

is any tour where the family does not accompany the sponsor. It may be a temporary duty assignment to a short-term school, to which location the family does not accompany the sponsor by personal choice or because military quarters or travel are not authorized. A hardship tour (also unaccompanied) is one in which the sponsor is separated from his family for foreign duty where dependents are not authorized, normally for a period of one year or more. Obvious examples of hardship tours today are Korea and Vietnam.

Post: An Army reservation where a soldier is stationed. The family may or may not be living on the post to which the sponsor is assigned; however, most facilities on Army posts are normally available to Army dependents regardless of the sponsor's location.

Assignment: Used variously to indicate the location, i.e., Germany, Vietnam, Ft. Benning; the type of duty, i.e. battalion commander, staff officer, instructor; or the specific Army element, i.e the 1st Armored Battalion, the Headquarters U. S. European Command, The Infantry School, to which the Army officer is assigned for duty.

CHAPTER II

THE REVIEW OF LITERATURE AND RELATED RESEARCH

Introduction

Many of the societal changes which have taken place since World War II have resulted in a changing concept of the role of the American woman, and the Army wife is not isolated from this change but shares in it. "The woman's place is in the home" is no longer accepted as the only permissible way of life for a married woman. Technological advance has made obsolete many of the homemaking tasks which once consumed the time and talents of woman. Women live longer today, and often look for new and challenging outlets to make added years more meaningful. Those who had prepared for careers before marriage often seek opportunities to utilize that preparation--either through paid employment or volunteer service--contributing to society as they do so. Others enter the labor force for financial reasons--the constantly climbing cost of living, of sending children through college, plus a self-imposed demand for a higher standard of living.

This step in itself often necessitates additional education and/or training for the wife. Women of all ages are going back to school, with new programs and courses being geared to meet their specific educational needs. At the same time, there is an ever increasing demand for persons to serve outside the

home as volunteers. Volunteer organizations are now "big business", with thousands of woman-hours contributed yearly to serving others through these agencies.

Despite the trend toward involvement outside the home, many wives and mothers still find that their greatest contribution is made within the boundaries of their own home, an environment which they find to be both stimulating and creative, demanding of their talents, and satisfying their need for recognition and service.

There have been numerous studies in recent years concerned with the status of American women, precipitated in part by the establishment of The President's Commission on the Status of Women in 1961. In establishing the Commission, President Kennedy said:

Continuing prejudices and outmoded customs act as barriers to the full realization of women's basic rights which should be respected and fostered as part of our Nation's commitment to human dignity, freedom, and democracy.¹

A report of the commission, American Women, published in 1963, assesses the position of women and the functions they perform in the home, in the economy, and in the society. Seven committees explored in depth certain priorities established by the commission, three of them dealing with topics examined in

¹Mary Dublin Keyserling, "New Opportunities and New Responsibilities for Women". (Convention address, Sweet Briar College) Sweet Briar, Va.: Sep.17, 1964. Pg 9.

this paper -- education and counseling, home and communities (services, volunteering), and women in employment.¹ One of two consultations arranged by the commission also assessed the portrayal of women by the mass media -- the image of the American woman. Subsequently, at least forty-five governors established State Commissions. In a Report on Progress in 1965 on the Status of Women the findings of these commissions are examined. In the introduction, the report states, in part:

The State Commission members analyzed the role of women in every aspect of national life. They uncovered the need for more educational and training opportunities for women. They promoted day care centers, homemaker projects, and vocational counseling. They recommended updating labor standards for women workers and action with respect to equal pay and antidiscrimination legislation. . . . They encouraged the participation of women in volunteer activities and in all facets of public life.²

The Women's Bureau, Department of Labor, has been particularly active in conducting surveys and studies on the American woman, working not only within its own agency but in cooperation with other federal agencies, private organizations, and universities. The more inclusive population of such studies

¹The President's Commission on the Status of Women, American Women. Washington: U. S. Government Printing Office, 1963.

²Interdepartmental Committee and Citizens' Advisory Council on the Status of Women, Report on Progress in 1965 on the Status of Women, Washington: U. S. Government Printing Office, 1965. Introduction.

precludes a comparison of results to this study. However, the concern for the welfare of the population is not dissimilar.

Mary Dublin Keyserling, director of the Women's Bureau, Department of Labor, in addressing a conference, remarked:

Our woman power is one of our country's greatest resources. It is being used more fully and more creatively than ever before--in the home, in the community, and on the job. Yet those of us who work with women and are concerned with their education and training are all too aware that we are still a long way from satisfactory realization of women's potential contribution.¹

Studies of the bureau indicate that while many more women are earning degrees than ever before, they are not keeping pace with the men. Women earning Ph.D.s, for example, have more than tripled since 1930, but men earning the degree have increased more than five-fold. Only about seven percent of all women today have four or more years of college.²

On continuing education, the President's Commission reports:

Men and women are equally in need of continuing education, but at the present time women's opportunities are more limited than men's. In part, this is because neither the substantial arrangements for advanced training provided by businesses for their executives nor the educational and training programs of the armed services are open to many women.³

¹Mary Dublin Keyserling, "Facing the Facts about Women's Lives Today". (Address to Midwest Regional Pilot Conference on New Approaches to Counseling Girls in the 1960's) Chicago: Feb. 26, 1965. p. 2.

²Ibid., p. 7.

³The President's Commission on the Status of Women, American Women. Washington: U.S. Government Printing Office, 1963. p. 10.

Labor force figures indicate several trends of interest to this study:

The bureau reports that one-third of all married American women hold jobs, with the number of all women in the labor force almost twice as large as it was in 1940. There has been little increase in the number of younger workers, but, significantly, the 35-44 age group has more than doubled, the 45-54 age group more than tripled, and the 55-64 age group increased more than three and a half times. More than half of the American women in the 45-54 age bracket are working today; it is in this middle period of a woman's life that she is most likely to be employed.¹ The trend is toward a return to the work force when family responsibilities allow. In addition, many surveys indicate, the more educated the woman the more likely she is to be employed.

A Women's Bureau study Fifteen Years After College gives some indication of what to expect in the interests of mature educated women. A majority of the women in this study reported that they felt a need for additional education to obtain the type of work they would like. Over half expressed an interest in a paid position in the future. A large majority showed a preference for part-time work, but commented

¹Keyserling, op.cit., p.6.

on the scarcity of such opportunities.¹

On the subject of part-time work, the President's Commission reported that part-time work is a valuable solution to some work situations, benefiting both the worker and employer. However, the Commission recommended that part-time schedules be more flexible and adapted to the needs of the worker. The Women's Bureau concurs that more consideration should be given to part-time employment for women.

Both the Commission and the Women's Bureau also felt that continued restrictive hiring practices and pay discrimination are detrimental to the full utilization of women's skills at all levels. Only one-half of 1% of the thirty two million women in the 1964 labor force had incomes of \$10,000 or more; only 2.7% of \$7,000 or more.²

Many studies and surveys have been directed toward the volunteer worker today. Almost without exception such studies stress a need for better "career planning" and training programs--to elevate the status of the volunteer, to draw upon her talents and abilities, and to make her contribution more satisfying to her and more useful to her community.

¹U.S. Dept. of Labor, Women's Bureau. Fifteen Years After College--Class of 1945. Washington: U.S. Government Printing Office, 1962. passim.

²Keyserling, op. cit., p. 10.

The Health and Welfare Council of the National Capital Area has proposed an intensive research study on volunteers in the Washington area, with a view toward better understanding and coordination of the volunteer and the volunteer opportunities in the area.¹

The many courses or programs in continuing education for women, one of the most comprehensive of which is "Developing New Horizons for Women", which are springing into being across the country attest further to the growing awareness of the need and interest in the education of American women. Universities, women's colleges, and the American Association of University Women, have been foremost in sponsoring forums and conferences aimed at helping women determine their role in society. The list of such studies and conferences is endless, as are the number of books and lay articles written on the subject.

The literature which addresses itself to the specific population to be considered in this study -- The Army Officer's wife -- is considerably limited in volume and in subject matter.

The Military Climate

It is felt that the participation of the Army officer's wife in the three areas of education, volunteer services, and

¹Harold Goldblatt. "A Proposal for An Intensive Research on the Activities and Experiences of Administrative and Direct Service Volunteers in the Capital Area". Washington: Health & Welfare Council of the National Capitol Area, 1965

employment can best be understood if something is known of the military climate in which the Army wife functions. With this in mind, the review of literature covers material concerned with: (1) the officer wife image as established by tradition and perpetuated through the literature, (2) attitudes reflected toward employment, volunteer services, and educational involvement of the officer's wife, and (3) related research in these areas.

Only two early historical accounts of the Army life of dependents were located, both written by officers' wives during the latter half of the nineteenth century. Of the place of Army wives at that time Elizabeth Bacon Custer writes:

It seemed very strange to me that with all the value that is set on the presence of the women of an officer's family at the frontier posts, the book of army regulations makes no provision for them, but in fact ignores them entirely! . . . It would be natural to suppose that a paragraph or two might be wasted on an officer's wife! The servants and the company launderesses are mentioned as being entitled to quarters and rations and the services of the surgeon. . . .¹

Martha Summerhayes is told by her husband, "Did you know that women are not reckoned in at all at the War Department?"² Both women observed that in the Army Regulations wives are not

¹Elizabeth B. Custer, Boots and Saddles. New ed.; Norman, Okla.: University of Oklahoma Press, 1961. p. 105.

²Martha Summerhayes, Vanished Arizona, Recollections of My Army Life. J. B. Lippincott, 1908. p. 23.

rated except as "camp followers" over whom the commanding officer had complete control, with power to put them off the reservation or detain them as he chose. However, Mrs. Custer adds to her remarks, "Although army women have no. . . acknowledged rights according to military law, I never knew such queens as they, or saw more willing subjects than they govern."¹

It is quite apparent from both of these autobiographies that the incessant changing of stations and a preoccupation with basic physical needs preempted any time or need for added diversions. However, the volunteer was much in evidence in these accounts. The officer's wife served as nurse, seamstress, counselor, confidante, hostess, and friend to those in need, whether they be officers, enlisted personnel, wives or children (of all ranks), servants, regimental animals or personal pets! "Organized volunteer services" were an innovation of the future, and employment appeared to be restricted to the wife of the enlisted man.

Following these early accounts, there is a paucity of literature related to the Army dependent, until the close of World War II. Prior to that war, the majority of career Army officers were graduates of the military academies. In addition, there were some reserve officers on active duty, honor ROTC

¹Custer, op. cit., p. 106.

graduates who had been commissioned, and officers commissioned through the Townsend Act. Promotions were slow in coming, but esprit de corps, inbred at the academies, was high. At the end of World War II thousands of additional reserve officers were integrated into the regular Army. Their wives, who heretofore had been military wives only temporarily during the war years, found themselves to be wives of career officers and part of a military "family". They were often in need of some guidelines that would aid them in making a satisfactory adjustment to Army life. In spite of this need, only one such book made its appearance during the forties, and, standing alone on the shelves of Army libraries around the world, Nancy Shea's The Army Wife became the unofficial "bible" for those for whom it is titled. Many a West Point graduate reputedly presented his bride with a copy of the publication. From this rather formidable text she learned such military facts as who-ranks-whom and how many calling cards to leave on a formal call; she learned of military honor guards and parades, and of the need for loyalty to the service and its leaders. She also gleaned bits of wisdom as to what was expected of her, personally, as the wife of a military officer. The author states, "The Army understands that if the wife is informed, and knows the score about her husband's work, she will have a positive attitude toward the Army and be a happier and more

helpful wife."¹ Elsewhere she adds, "The Army wife has definite responsibilities, and if she carries them out, she lives a full and worthwhile life, and is of real value to her husband. Her life in the army can be happy and rewarding."²

Several other lay books appeared in the late 1950s and 1960s, and recent editions of The Officer's Guide contain some limited information on the dependent. None of these books, the officer's guide included, is an official publication of the Army. However, it is inevitable that the literature would influence the new wife, or any wife for that matter, who uses it as a reference. Most of the information within these books deals primarily with military facts, customs, social etiquette, and regulations, which do not directly concern us. However, military customs and tradition often acquire the force of unwritten law, to which neither the military member nor members of his family are completely immune. On the other hand, it should be borne in mind that the service dependent is not subject to military law in a legal sense and is, therefore, free to make decisions which govern personal life, even though those decisions defy military custom and tradition of long standing.

¹Nancy Shea, The Army Wife. 4th ed.; New York: Harper & Row, Inc., 1966. p. 6.

²Ibid., p. 10.

The aforementioned portrayal of the Army officer's wife as one who complements the high calling of her husband persists throughout the literature. She is variously identified as the "diplomat without portfolio". . . who "never complains when she has to move", . . . whose "only tragedy that upsets her is separation from her husband"¹ She is "an independent dependent"² who "finds satisfaction and fulfillment in her home"³, who "rears her family, generally, under conditions which would seem impossible to her civilian sisters" . . . accomplishing all "as a good soldier, whose sense of Duty, Honor and Country are those of the Army itself."⁴ "In these things [she] will find enough of glamour, interest, satisfaction, life."⁵

Of her goal in life, The Officer's Guide states:

Her army life is one of self-training to become a capable commander's wife . . . ready to stand beside her service husband and, in those activities appropriate to her position, to discharge with grace and competence the opportunities which are hers as the wife of the commanding officer.⁶

¹Nancy Shea, The Army wife. 3rd ed. rev.; New York: Harper & Bros., 1954. passim.

²Shea, op. cit., 4th ed. p. 114.

³Betty Kinzer and Marion Leach, What Every Army Wife Should Know. Harrisburg, Pa.: The Stackpole Co., 1966, p. 28.

⁴The Officer's Guide. 8th ed.; Harrisburg, Pa.: The Military Service Publ. Co., 1942. p. 318.

⁵Russel B. Reynolds, The Officer's Guide. 31st ed.; Harrisburg, Pa.: The Stackpole Co., 1966. p. 95.

⁶Ibid., pp. 95-96.

References to Education, Volunteer
Services and Employment

Guidebooks for the service wife published in the last decade begin to reflect the changing philosophy concerning women's role in today's world. As early as 1956 are found references to employment as acceptable, and continuing education as commendable, outside activities for the Army wife--under certain circumstances.

Education

In their co-authored book, The Complete Guide to the Serviceman's Wife, Glines and Land write under the heading, "Other Ways [than employment] of Keeping Busy":

You might even go back to school! This is an especially good idea if you never got your college degree. You may never have thought of it this way, but anything you do to further your own knowledge and education will help Joe's career along too. As a matter of fact, even if you did manage to beat your way through college, it doesn't say anywhere on the diploma that there isn't a good deal more to learn. Now may be the perfect time. Courses may be taken by correspondence, or perhaps in class on the campus, or right on your own post. Nearby colleges often offer extension courses to servicemen which the wives may take too if they wish.¹

The authors continue with suggestions for other ways of continuing one's education, suggesting in conclusion that the public library is an excellent source for knowledge for

¹Elizabeth Land and Carroll V. Glines, Jr., The Complete Guide for the Serviceman's Wife. Boston: Houghton Mifflin Co., 1956. p. 370.

those not interested in a formal course, and that "becoming an expert in one subject may make one a more interesting person, to others and to oneself". Although the authors mention the availability of an Education Officer on the station they do not avail themselves of this opening to publicize the Educational Centers found on most military reservations which are, in most instances, available to dependents.

The career officer is often assigned to a school to serve a tour of duty as a student or as an instructor. The 1966 edition of The Army Wife suggests the possibility of the student's or instructor's wife taking a course herself. Murphy and Parker, both officers' wives with college degrees, address the following remarks to the wife whose husband is attending school:

In fact, you, too, may find yourself directly involved in this education explosion. You may want to study the language of a country your husband is being assigned to, or to attend on-base education centers to qualify for a job. . . or to brush up on a job skill you already have, or to attend off-base schools to get the education you always wanted to pursue but didn't.

In any event, you will find that education does not end with a 17th birthday or even with a college diploma. Education--for both servicemen and their wives--is becoming just as much a part of adult life as the automobile is of the 20th Century. Adult education is a fact of service life for there are education offices on most bases. In addition, schools of many types and kinds are a part of almost every service member's career.¹

¹Mary Kay Murphy and Carol Bowles Parker, Fitting in as a New Service Wife. Harrisburg, Pa.: Stackpole Books, 1966. p. 140.

Later the authors write:

A splendid testimony to your interest and concern in his education . . . to attend school with him, to learn something of what he is learning, not to compete with him, but to complete his learning process, to show him that you, too, know the value of education, and you, too, want to continue to grow intellectually and academically.¹

To the Army wife whose husband is stationed in Washington, D.C. Shea suggests:

With the time and inclination you may want to pursue some studies at one of the six universities in the Washington area. They seem to cater to adult study. . . Or if you have an interest in painting, there are very fine art schools . . .²

The most recent Officer's Guide takes an indirect back-door approach for the need for training or education for the officer's wife when, in discussing the family security program, and the possibility of wife becoming widow, they pose the question, "Is the wife qualified to be self supporting through her own efforts . . . or would she need training to resume a former vocation or undertake a new one?"³ Nowhere else in the guide is it suggested that a wife might consider updating her education or training before widowhood becomes a fact.

Other references do not refer to education for the Army wife.

¹Ibid., p. 143.

²Shea, op. cit., 4th ed. p. 278.

³Reynolds, op. cit., p. 105.

Volunteer Services

All authors comment on the responsibility of the Army wife to serve as a volunteer; details on service is not included. A few examples will suffice:

The 1954 edition of The Army Wife states: "It is every wife's duty not only to join but to take an active interest in the Woman's Club."¹ The 1966 edition does not suggest that membership is mandatory but rather presents the program of the wives' clubs and the advantages of membership.

The Officer's Guide says of the officer's wife: "She performs her full share of post activities and finds time to support worthy enterprises of many kinds and purposes. . . . Through the woman's club, PTAs, and other organizations she may become a helpful citizen to leave her mark for betterment."²

Murphy and Parker feel that "service wives are famous for helping out, and many orphanages, specialized schools, clinics, and research facilities have for years enjoyed the benefits of wives' clubs interest and concern in them."³ The authors also remind the wife that, although she is a part of a military life

¹Nancy Shea, The Army Wife. 3rd ed. rev.; New York: Harper & Bros., 1954. p. 88.

²Reynolds, op. cit., p. 94.

³Murphy and Parker, op. cit., p. 58.

she still has obligations to the civilian community in which she lives.

Land and Glines suggest: "No matter where you are, there are always many do-good organizations crying for volunteer help." And elsewhere, "Participation in community programs (as a volunteer or in club or organizational membership) is an excellent way of getting acquainted with the civilian population."¹

Without exception, books reviewed share the belief that the Army wife should and does contribute to worthwhile community activities -- both military and civilian. Benefactors are the community, her husband, and the image of the service wife.

Employment

When we consider advice and suggestions which authors present to service wives regarding employment, it is assumed that they are reflecting to some degree the climate or degree of acceptance which they feel prevails at the post or in the service with which they have become most familiar. Aside from regulations which control to some extent the hiring of military dependents for government employment, there is no "official" Army stand on the employed wife, and if a commanding officer has a position, it is one of his own making. His opinion concerning the employment of Army wives may take the form of a directive

¹Land and Glines, op. cit., p. 369

which would influence their employment within his area of command; he has no jurisdiction over the serviceman's wife which would permit him to direct that she could not be employed elsewhere.

In 1954 Shea advised:

Homemaking is a full-time job, and a wife should not work unless there is a real need for the money she earns. . . if there are extenuating circumstances . . . but simply to improve one's standard of living is not a very worthwhile reason, if such work jeopardizes your home responsibilities.¹

In 1966 she somewhat revises her previous stand:

Homemaking is a full-time job, and a wife should not work if such work in any way jeopardizes her home responsibilities. If for any reason you do work, remember that your husband, your children, and your home should always come first. . . . if your home is running smoothly and you have plenty of time, it would be unreasonable for you not to take advantage of any professional training you might have. On most posts they usually have need of extra teachers and nurses at the school and hospital--even on a part-time basis. . . .

Certainly a wife should use and develop her talents, initiative, ambition, and imagination, and not be stymied or handicapped just because she is an Army wife. If you are a musician or an artist, writer, or are professionally trained along any line, develop those talents; the day may come when it will stand you in good stead. . . . However, it should be beneath the dignity of the wife to work in any place that might bring discredit to her husband or the Army.²

In 1954 Land and Glines write, "Although it goes without saying that woman's first duty is to her home, it is old

¹Shea, op. cit., 3rd ed. rev.; p. 146.

²Shea, op. cit., 4th ed.; pp. 135-136.

fashioned to assume that her place is there and nowhere else."¹

The authors make several observations on limitations as to job possibilities which are worth mentioning here.

1. Employers shy away from hiring anyone who isn't going to be permanent, which is quite understandable.

2. The wishes of her husband's Commanding Officer must be taken into consideration. Sometimes these gentlemen take a dim view of working wives--particularly wives of officers or those with small children--and for two reasons. First, wives of officers are expected to do a good deal of "socializing" as well as project work, both of which require time a working woman doesn't have; and second, most CO's feel that all wives with small children are needed at home more than anywhere else.

3. A job may be hard to get because a wife's particular capabilities may not fit what the market has to offer. . . . she may have majored in dietetics and be on a small base or in a small town, where there may be no need for a dietitian.

4. If a wife needs to work no one is going to stop her, and if she's determined enough, there will always be something she can do no matter how limited the possibilities.²

In discussing job possibilities both on and off the military reservation the authors observe that "many wives are equipped with teachers' certificates which are the next best things to having built-in jobs; the fact that teachers are almost as much in demand as nurses means that job possibilities are excellent on base or off."³

Murphy and Parker also comment on the type of skills that they feel to be of particular value to the service wife:

¹Land and Glines, op. cit., p. 362.

²Land and Glines, op. cit., p. 362.

³Ibid., p. 363.

In the mobile life of a service wife, you will probably have your best luck . . . if you have a commonly needed skill; typist, steno, file clerk, secretary, beautician, nurse, teacher, receptionist, IBM operator, real estate agent, dental technician. . . if you have no such skill, do what you can now, before you go to work, to get job training, or to take courses to qualify for the job you want. Don't overlook the possibilities of taking such courses on base through the Education Office.¹

Kinzer and Leach in their book What Every Army Wife Should Know write only of employment while in the expensive Washington, D. C. area where many Army wives go to work, and job opportunities seem unlimited. They suggest that if the wife wishes to work while in the Washington area she would "surely be able to find something interesting to do that would be commensurate with her talent, training, and the time that could be devoted to the job."²

Murphy and Parker devote an entire chapter to answering the question, "Should You Seek a Job?" Their commitment to the belief that the Army wife is first of all an individual in her own right is reflected in this chapter as elsewhere in their book:

As long as your decision to work outside your home is comfortable to your family and to you, as long as you are achieving the goals you have established in relation to your family's set of values, as long as you are happy in carrying out your double or triple roles, continue to work. In the last analysis, it is your family and you who must be happy with your decision. And it is your family and you whom you must aim to please.³

¹Murphy and Parker, op. cit., p. 137.

²Kinzer and Leach, op. cit., p. 114.

³Murphy and Parker, op. cit., pp. 137-138.

Related Readings

Army Education Centers exist primarily for the military, although in some instances their personnel, classes, and facilities are available to Department of Defense civilian employees and adult dependents of the military. It was anticipated that, in the construction of the questionnaire, a question might be included that would determine the extent to which Army wives in the study utilized the programs and facilities of these Centers. With this in mind, a meeting was arranged with a member of the staff of two centers in the Washington area, and with a Field Representative of the College of General Studies, The George Washington University, to determine the extent of enrollment of dependents in courses offered at the Centers. On the basis of the information obtained through these two sources, a question was directed toward participation in the programs of the Army Education Centers.

In October of 1967 the overseas military newspaper, The Stars and Stripes (European Division), carried an announcement that "civilian employees of the United States government and adult dependents receiving logistic support from the United

¹ The Stars and Stripes (European Division), Oct. 1967, p.8.

States government" were newly eligible to take the five-part high school General Education Development (GED) test battery, leading possibly to acquisition of a high school diploma. These tests had previously been available to military personnel only; therefore, for the first time the Army wife, or dependent post-high school child, without a high school diploma, would have the benefit of this educational program. Included is counseling at the Center, preparation for the GED test through participation in high school level classes, administration and scoring of tests, and the processing of test results through state departments of education for the granting of a high school diploma or equivalent certificate.

The researcher was able to use the military library located in the Pentagon. Although many military newspapers, magazines, and periodicals carry articles of interest to the military wife, and one magazine, U.S. Lady is written primarily for the military wife, few articles deal with matters outside "military-oriented" areas; i.e., military etiquette, wives' clubs activities, military pay and promotions, transfers, overseas duty, PX and commissary, military entertainment, distaff personalities. Little or no coverage is given to the extension of one's life "outside" the military community except to herald the distaff member who has achieved an outstanding record as a volunteer.

An article entitled, "How to Help Your Husband Win a Promotion" (a provocative idea in itself) suggests that:

The wife can make a major contribution to her husband's promotion effort by being a contributing, acceptable, non-controversial member of the community at a base. . . . generally speaking, conformity is the key word for wives who want to help their husbands' military careers.¹

The conforming wife, therefore, is one who contributes to both military and civilian communities, who becomes active in the base woman's club, and who does not misbehave.

Another writer, whose subject is the "geographical widow" whose husband is serving in Vietnam, portrays the wife primarily as a sentimental ("home is where he left me"), chin-up, non-complaining (to civilians) woman who waits, with children, for her husband's return.² This she may well be, but what does she do while she waits? Although the author gives considerable coverage to whether the waiting wife listens, or doesn't listen, to the Vietnam news, she gives little insight into the coping mechanism of the thousands of American women whose husbands are on hardship tours.

Related Research Studies

Only one research study, Career Attitudes of Wives of Junior Officers was found that was directly concerned with the officer's wife. The purpose of the study, conducted in 1963 by

¹Family Magazine, September 21, 1966, p. 15.

²The Sunday Star (Washington, D.C.), July 3, 1966.
Sec. B. (from an article "Woman Alone--III", Claudia Baskin.)

the Standards and Systems Office, Office of Personnel Operations, Department of the Army, was "to ascertain the possible areas wherein the life of the Junior Officer could exercise influence in her husband's choice of a career; and to isolate those areas which might by a change or reemphasis of programs cause her to become more favorable to an Army career."¹ The Army is looking for ways to improve the retention rate of Junior Officers.

This study, which interviews through questionnaire both the Junior Officer and his wife, approaches a much more realistic appraisal of the Army wife and her attitudes than does the bulk of the lay literature reviewed. It acknowledges that there are areas in which the wife could be dissatisfied with the service, and it attempts to come to some conclusions and recommendations concerning these areas.

The study covers questions on ten areas of military life: involuntary separations, stability of residence, housing and community, dependent schooling, expectations, social life, pay and allowances, status and prestige, career intentions of husband, and medical and dental care for dependents.

Some conclusions of the study are:

1. The wife rated medical care and travel of greatest importance (of those included above) to an Army career.

¹U.S. Army, Career Attitudes of Wives of Junior Officers, Standards and Systems Office, OPO, 1963.

2. Separations from husband, poor pay, frequent moving, and housing problems, in that order, were listed as the biggest disadvantages.

3. The wives felt there was some justification for separations and housing problems but a sizable percentage felt that inadequate pay was inexcusable.

On the basis of the findings the study group comments:

The integration of the Army wife with military social life should prove a good index of her attitude of a military career for her husband. Here again the findings indicate that it is not what the Army does for a wife, it is what the wife brings to the Army. The wife who wants a military life appears to enter more whole-heartedly into Army social life. The attitude toward feeling at home in the Army indicates that the Army oriented have a stronger feeling of belonging to the Army community than those who wanted to return to civilian life."¹

The findings indicated also that only a small percentage of Junior Officers and their wives are career minded; they view their Army life as temporary. Wives falling in this category especially expressed a dislike for family separations, low pay, assignments, required social functions, and for situations where they are given little voice in decisions.

The Officer's Guide and most of the books written for the Army wife subscribe to the image of the Army wife as one who accepts her Army responsibilities and duties. This study, based on objective facts rather than subjective sentiment, would

¹Ibid., passim.

indicate that not all wives do, although no one would dispute that many such wives do in fact exist. Also it would appear that perhaps those who write of the "typical" Army wife might be overlooking a basic fact that many, many officers are not career minded and both husband and wife may be more inclined to view the Army not as a way of life but an interruption to it. The feelings of the wife of the Junior Officer cannot be ignored, for she, too, is an Army wife, and she outnumbers the wives of Senior Officers two to one.

Another study, Military Retirement Study, includes some figures on the employment of service wives. The population were men who had retired in 1964 with twenty or more years of service. One of the many questions asked of them was, "Has your wife been employed during the past five years?" The responses of the retirees responding to the question are shown in Table I.¹

As might be expected from their financial needs a larger percentage of enlisted men's wives worked than did officers' wives. 68.6% of officers' wives had not worked at all; 45.3% of enlisted wives had not worked.

¹Laure M. Sharp, et al, Military Retirement Study, Bureau of Social Science Research, 1966. (information from letter from Laure M. Sharp).

TABLE Ia
EMPLOYMENT OF WIFE DURING PAST FIVE YEARS^b

Employed?	Total	Officers	Enlisted
Yes, held full-time job most of the time	16.7	8.2	19.6
Yes, held part-time job most of the time	4.0	2.3	4.6
Yes, sometimes worked, but mainly housewife	18.9	16.5	19.8
No, wife has not worked at all	51.4	68.6	45.3
No answer	9.0	4.4	10.6
Total %	100.0	100.0	99.9
N ^c	2185	571	1614

^aFrom Military Retirement Study, Bureau of Social Science Research, Washington, D. C., 1966.

^bMay 1964 retirees with 20 or more years service.

^cIncludes unmarried respondents.

This is the only study found that contains any objective information on officers' wives who might be employed; there was no further elaboration on this data in the study.

Concluding Remarks

In conclusion, the following points on the literature reviewed seem to be in order:

1. Most writers view the Army wife as an individual who

is accepting of her Army life and its responsibilities; conformity to this image is encouraged and assumed; individual differences by and large are ignored.

2. Even those authors who write primarily for the new service wife tend to regard her as one committed to an Army career for her husband; therefore, eager to do the correct thing to insure his success as a career officer.

3. Very little information is available through the literature on the Army wife as a student, volunteer worker, or employee.

4. Most writers view participation in volunteer services as acceptable and meritorious; for the most part employment is discouraged; educational involvement is almost ignored or treated as a possible by-product of husband's school assignments. Very recent publications are more accepting of the employed wife.

It must be pointed out that only Murphy and Parker approach the Army wife as one who does not necessarily come to the Army fully committed to it. It is unrealistic to counsel all wives to "try to like the idea that your husband is in the Army and a public servant", and, "if you don't [like the idea] then be a good actress and pretend that you do".¹ To the young wife who is often inclined to feel that

¹Nancy Shea, The Army Wife. 3rd ed. rev.; New York: Harper & Bros., 1954. p. 108.

her husband's military service is temporary and even unwelcome, such advice can only serve to increase any animosity which might already exist. Far better is the approach of Murphy and Parker who counsel, "But most of all, come to know yourself. For to be a successful wife, and a successful service wife, you must be yourself. . . . Be certain always that the beliefs and values which develop are truly yours, that they make of you a better person, not a weak imitation of someone else or a formless combination of other people's standards."¹

¹Mary Kay Murphy and Carol Bowles Parker, *Fitting in as a New Service Wife*. Harrisburg, Pa.: Stackpole Books, 1966. p. 155-6.

CHAPTER III

RESEARCH PROCEDURES

This research is a descriptive study of the participation of wives of active duty United States Army officers in the areas of education, volunteer services, and employment. It is the purpose of this study to determine if there are certain factors of the military environment which might influence that participation, and the nature and extent of that influence.

Initiating the Study

"Developing New Horizons for Women," a course offered in the College of General Studies, The George Washington University, is a special educational workshop designed to assist women of all ages and educational backgrounds to develop their greatest potential. Since its inauguration in 1964, wives of military officers have been enrolled in each class. It was through personal contact with a number of these wives that interest in this study developed. In taped interviews many related conflicts between their personal ambitions and their military affiliation; others, however, appeared to have little or no difficulty in this regard. It was felt that a meaningful and useful study covering some of these areas could be developed. The writer's personal identity with the population was, of course, an additional motivating factor.

The remainder of this chapter will provide information relating to (1) the pilot study, (2) the questionnaire survey, and (3) the treatment of the data.

Pilot Study

A pilot study was conducted in early April, 1967. The purposes of the pilot were threefold: (1) to solicit critical comments from persons within the population to be surveyed concerning the study under consideration and the questionnaire to be used as the instrument for gathering data, (2) to refine the questionnaire, and (3) to have completed a pilot study to present to the Department of the Army from whom a random sampling of officers was desired for the survey.

The study on Career Attitudes of Wives of Junior Officers,¹ was helpful in determining the areas to be included in this study. The same study was also instrumental in the decision to structure the questionnaire in such a fashion as to permit some expression of opinion and attitude on the part of the respondent. The taped interviews from the wives enrolled in the New Horizons course were also useful in selecting areas to be covered by the Study.

The pilot instrument was referred to the advisory committee for appraisal before being finalized and mailed.

¹Supra, p. 34.

The questionnaire, an explanatory letter defining the proposed study,¹ and a stamped addressed return envelope were sent to fifty wives of Army officers stationed in the Washington area--readily accessible if additional contact was found to be desirable. No attempt was made at random sampling. All of the Army wives enrolled in the New Horizons course at that time were included. Constructive critical comments were encouraged in responding. Following the return of the questionnaires eight of the respondents met together with the investigator for additional discussion of the study and the questionnaire.

Suggestions for improving the instrument were incorporated into the final form--questions were deleted in some instances, ambiguous questions were rephrased, structure was altered when necessary to avoid leading questions and to solicit answers that could be better handled when coding for the computer.

Almost without exception each respondent (and particularly those in the discussion group) had an additional area of interest she felt would add to the value of the study. In most instances these areas were considered by the writer to be outside the desired scope of the study. However, the need for an opportunity for the respondent to freely express herself on her

¹
See Appendix A.

personal feelings toward her Army affiliation was clearly demonstrated and this feature of the questionnaire was retained in the final instrument by including several open form questions.

Questionnaire Survey

Selecting and Obtaining the Sample

The population for this study included a random sampling of wives of the approximately 92,000 United States Army officers who, on August 2, 1967, were on active duty within the Continental Limits of the United States¹ (hereafter referred to as CONUS). The stratified sampling method employed by the Army in selection predetermined only one variable (as requested) --wives of officers of all ranks would be represented.

While several sources for obtaining lists of officers' wives were considered (i.e., Post directories, Army wives club rosters, Army magazine subscription lists) it was felt that in such instances biased sampling would result. The Army Officers Handbook, published annually, listed all officers but no addresses. It was decided, therefore, to request the desired sampling directly from the Department of the Army. Early in May, 1967 a request was submitted to the Office of the

1

U.S. Army Element, U.S. European Command, Army Information Letter, May 22, 1968. (Some of this number would not fall within the population of this study, i.e., unmarried or female officers. This information originally obtained by phone from Adjutant General, Officer Personnel Branch, The Pentagon, Washington, D.C., May, 1967,

Deputy Chief of Staff, Personnel (DCSPER), Department of the Army, for the names and current addresses of a stratified random sampling of one thousand married Army officers assigned within CONUS, such list to include one hundred General Officers, four hundred Field Grade Officers, and five hundred Company Grade Officers.¹ Because the majority of Army transfers are accomplished during the summer months it was hoped that the desired list would be forthcoming in the spring before transfers were effected. Enclosed with the request was a copy of the revised and printed questionnaire,² a summation of the pilot study, and a statement indicating the interest and cooperation displayed by the participating wives.

After a great deal of deliberation as to the advisability of granting such a request, since the Army does not normally provide names for civilian studies, the sampling was forwarded from the Personnel Studies Division, DCSPER, on August 2, 1967. This list included five hundred Field Grade Officers, bringing the total names available to eleven hundred. Addresses were in cryptic Department of the Army code, the laborious decoding of which was accomplished by an officer authorized access to a classified Army directory.

Constructing the Instrument

¹
See Appendix B

²
See Appendix D

The data gathering instrument employed for this study was an eight page printed questionnaire.¹ Enclosed with each questionnaire were a cover letter,² designed to both explain the study and to encourage the cooperation of the addressee, and a stamped addressed return envelope.

The questionnaire was so constructed as to obtain that information felt essential to effectively accomplish the objectives of this study as set forth in Chapter I. The majority of the questions were objective in nature--sentence completion and lists of items to be checked. However, when deemed helpful, open form questions were incorporated into the questionnaire to elicit free responses rather than guided ones, and to permit expressions of attitude as well as fact. Qualitative responses were later coded in such a manner as to be handled quantitatively for computing.

The questionnaire was constructed in four parts, and designed to determine the extent of education attained by the Army wife, and selected factors pertaining to the current use of that education through volunteer services and employment.

The parts of the questionnaire are as follows:

Part I: Selected factors of general background of respondent, husband, and family.

¹
See Appendix D

²
See Appendix C

Part II: Academic and career background.

Part III: Current volunteer services, with emphasis on training and skills required.

Part IV: Employment, focusing on utilization of skills and training, and employment problems, if any, with separate sections for those employed and those not employed.

A few explanatory comments on information requested in the questionnaire follow:

The possibility of distortion in recall of factual information supports a cross-sectional rather than a longitudinal approach to the analysis of employment and volunteer services; therefore, only current participation was requested. The yardsticks of formal academic achievement--diplomas, credits and degrees--were felt to be sufficiently standardized, both geographically and historically, to minimize the extent to which there was apt to be distortion or inaccuracy in the reporting of academic background and accomplishments.

A period of one year was felt to be essential for a meaningful approach to "current" volunteer services because of the seasonal and short-term aspects frequently associated with volunteer services and projects. These are not characteristics commonly associated with employment. While the active volunteer may conceivably participate in several volunteer services over a short period of time, and often simultaneously, the paid employee generally can not, and the year's span allotted to volunteer services was not felt to be essential to obtain a correspondently valid record of "current" employment.

Although one of the stated purposes of the study was to obtain information regarding the utilization of academic background through volunteer services, it will be noted that the respondent was asked to report ALL current volunteer services. The reasons for this request were:

1. The decision as to whether a specific academic background was actually utilized in a volunteer way (i.e. does a liberal arts degree contribute to the work of a Red Cross volunteer?) was left to the investigator, thereby standardizing any necessary interpretation of the facts given.

2. A request to report only that service which utilized educational background could imply to the respondent that the researcher had placed a value judgement on the contribution made by the volunteer. This is certainly not the intent of this study.

3. This section offered wives who might be active volunteers but not employed and/or with little academic background an opportunity to contribute to the study in what they felt to be a positive way. Actually, of course, all completed responses, regardless of content, contributed equally.

The concluding question of each section offered the respondent an opportunity to freely state how she felt her Army affiliation had influenced her life in those areas under study.

Mailing, Follow-up, and Returns

In August, 1967, an explanatory cover letter, a stamped, addressed return envelope and a questionnaire were sent to

wives of 1062 officers. In all instances the letters were sent in care of the husband since it was his military address that had been supplied by the Army. Initially excluded from the original list of eleven hundred names were eight Field Grade Officers who were female (WACs or nurses), twenty-three Company Grade Officers and seven Field Grade Officers who, listed as "in transit", were found to be on hardship tours. Later an additional sixty-two names, for a total of one hundred, were excluded from the study, for reasons detailed in this chapter and in Table 2.

A distinguishing characteristic of this population, its mobility, resulted in considerable difficulty in making initial contacts with many of the sample:

1. Eighty of the addresses initially provided were inadequate for decoding and more complete addresses were requested from the Adjutant General (AG), Department of the Army. Several letters were necessary since the AG will honor a maximum of ten requests per letter.

2. Ten letters were returned from the Post Office as undeliverable. New addresses for these were requested from the AG. Of the ten, one Company Grade officer was in transit in Vietnam and was eliminated from the study. Eight Company Grade officers were assigned to a stateside infantry school, but had transferred and left no forwarding addresses. Since these were the latest addresses available through the AG, they were also eliminated.

TABLE 2
REASONS FOR EXCLUSION OF ONE
HUNDRED NAMES FROM STUDY

Why Excluded	General Officer	Field Grade	Company Grade
Single officer (computer error)	. .	. .	1
Divorced officer	. .	. .	2
Female officer	. .	9	. .
Retired officer	. .	3	. .
Transferred to hardship tour	. .	7	24
Response included APO tour	. .	. .	1
No contact possible: (Total-53)			
Post Office return (undeliverable)	. .	16	19
ROTC return (would not forward)	. .	3	7
Transfer from in-service school (left no forwarding address)	. .	. .	8
Total Excluded	0	38	62
Original Number in Category	100	500	500
Number Retained in Category	100	462	438

Letters addressed to seven Company Grade officers and three Field Grade officers assigned to ROTC duty in mid-western schools were returned by the headquarters office to which they were assigned, indicating that they were unwilling to forward

the letters to the schools to which the officers were assigned. Since no other addresses were available they had to be eliminated from the study. This lack of cooperation was not experienced in any other instance.

4. Of those responding, two indicated computer selection errors, one an unmarried Company Grade officer, one a Field Grade female officer. Two Company Grade officers returned the questionnaire stating that they were divorced. Three Field Grade officers were retired. All were excluded from the study.

5. Six Field Grade and five Company Grade officers' wives returned questionnaires from APO (not CONUS) addresses. Ten of these were retained in the study as the data given covered the period of time prior to their move. One Company Grade officer's wife included her overseas tour and was excluded.

6. Many letters followed the addressee for several weeks, some even months, from post to post. Fifty-two such were eventually returned as undeliverable. Newer addresses were obtained from the AG for those returned reasonably early; because of the very late return of thirty-five such letters, and the obvious inability to locate the addressees, no further attempt was made to reach sixteen Field Grade and nineteen Company Grade officers' wives.

7. Follow-up letters and questionnaires were sent to 109 non-respondents. Twenty Field Grade and twenty-five Company Grade officers' wives responses were received.

8. A total of 137 addresses were requested from the AG. Where the date of the first contact was appreciably delayed no attempt was made to contact non-respondents.

9. No follow-up letters were sent to the wives of General officers who did not respond, unless their questionnaire was returned by the post office as undeliverable, in which case a new address was requested from the AG. It was felt in examining those questionnaires received, that reasonably accurate conclusions could be drawn on the basis of those returned.

Seven hundred and fifty three or 75.3% responded to the questionnaire. This total represents a 57% return from wives of General officers, 77% return from wives of Field Grade officers, and 77.6% return from wives of Company Grade officers, as shown in Table 3.

TABLE 3
RESPONSES OF ONE THOUSAND WIVES
RETAINED IN STUDY

Responses	General Officer	Field Grade	Company Grade	Total
Number retained in category ^a	100	462	438	1000
Number responses received	57	356	340	753
Percentage response	57	77	77.6	75.3

^aSee Table 2.

Sixty-two questionnaires were returned from wives whose husbands were summer 1967 transfers to hardship assignments in Vietnam or Korea. In many instances the letters had followed the husband to his hardship duty assignment and had been forwarded by him to his wife at her stateside address. In all instances the wives were residing within CONUS and were retained in the study for that reason. The information provided by these wives was considered to be extremely timely and pertinent to this study. This group included four General officers' wives, twenty-one Field Grade officers' wives, and thirty-seven wives of Company Grade officers.

Of those Captains whose wives responded, forty-eight had been promoted to Major, thus placing them in the Field Grade category and, at the same time, removing them from the Company Grade category. This accounts for what at first glance appears to be a much more favorable response in the Field Grade category. Actually, both groups had approximately a 77% return. One Colonel was promoted to Brigadier General, changing his category. This data is shown in Table 4.

There are relatively few Lieutenants in the study. This is attributed in part to two factors: (1) many Second Lieutenants are not married, and (2) a very large percentage of these younger and junior officers are serving overseas--many among those selected in the initial sampling were later eliminated when the AG provided a Vietnam APO, (3) ten had

TABLE 4

RETURNS SHOWING INTER-CATEGORY PROMOTIONS,
EFFECT ON WORKING FIGURES FOR STUDY

Changes	General Officer	Field Grade	Company Grade
Number of returns lost or gained through promotion	+1	+47 ^b	-48
Number of returns from original list ^a	57	356	340
Total returns ^c	58	403	292

^aSee Table 3.

^bIncludes one colonel promoted out of category to General, and 48 promoted in from Captain to Major.

^cNote: All response computations in this study are based on these numbers--58 General Officers' wives, 403 Field Grade Officers' Wives, and 292 Company Grade Officers' wives -- a total of 753.

been promoted by the time they were contacted.

Treatment of the Data

A code sheet was devised for the rapid handling of all information on the questionnaire, and for the use of the computer in the analysis of the data. Qualitative answers were grouped into appropriate categories and coded numerically. The coding of each questionnaire was accomplished to require only one punch card for each respondent. A total of over sixty-three questions were coded in this manner, with up to ten answers possible for most questions, as many as twenty answers for several, and up to ninety-nine possible answers for a few

(such as job category).

The study was programmed for use of the IBM System 360 Model 44 Programming System, using Fortran IV language. The program was pretested on the computer with the pilot study.

Frequency tabulations and distributions, including percentages, were completed on most questions; rank order was employed in some instances. Meaningful cross tabulations were programmed into the computer job. Appropriate tables are used throughout the study when responses indicated such treatment of data to be of value. Further statistical analysis of the data was not deemed necessary for the type of information obtained in this study.

Responses to some open form questions were included verbatim when such answers proved helpful in presenting the data.

Results of the study were analyzed, conclusions drawn, and appropriate recommendations made.

CHAPTER IV

RESEARCH FINDINGS: IDENTIFICATION AND EDUCATION

The findings in this study are reported in Chapters IV, V, and VI, and include information felt to be pertinent to the expressed purposes and objectives of the study as stated in Chapter I.

The first portion of this chapter will present basic information compiled from the questionnaire for the purpose of helping to identify the population in terms of the research objectives: (1) age, (2) dependents, (3) place of residence--on or off a military post, (4) length of residence at current location, and (5) rank of the officers whose wives are included in this sampling.

The second portion of this chapter will analyze information obtained which relates to the educational background, aspirations, and plans of the officer's wife.

Chapters V and VI will present that data which is concerned with the volunteer services and employment of the officer's wife, particularly as they relate to her educational background. Cross tabulations will be presented where there is an indication that a significant relationship might exist.

Identification of the Population

It is felt by the researcher that there are certain selected characteristics of this population which will be found to be pertinent to the areas under study--involvement in education, volunteer services, and employment, and this general background information was requested of the respondent. From time to time in the analysis of the findings these variables will be referred to, and relationships established when they appear to exist.

Age

The respondent was asked to specify her age group as: (1) under 25, (2) 25-34, (3) 35-44, or (4) 45 plus. Table 5 shows the frequency and percentage in each category. Subsequent information will reveal that there is some correlation between age of the wife and rank of the husband, which accounts for the smaller number of very young wives, as the number of junior officers in the study is also relatively small.

TABLE 5
AGE OF POPULATION SAMPLE

Age	Frequency	Percent
Under 25	79	10.5
25-34	268	35.6
35-44	179	23.8
45-and above	227	30.1
Total	753	100.0

Rank of Husband

Although this study is concerned with the wives of Army officers, in several instances the rank of these officers is felt to be of significance to the data compiled in this research and to the stated purposes of the study. Therefore, as previously stated in Chapter III, the original sampling request specified that wives of all officer rank be represented. The request further specified that five hundred Company Grade, five hundred Field Grade, and one hundred General Grade officers be included in the sampling. The detailed accounting of the responses to this questionnaire has been included in Chapter III and ^{is} not repeated here, except to say that the return of approximately 77% of all Field Grade and Company Grade officers' wives, and 57% of the General officers' wives, is well above the average response to such a study as this. The ^{Table 7} above table shows the number of wives of each rank that are included in this research. Although shown here in ten ranks, for the most part this paper will refer to the three major categories of Company Grade, Field Grade, and General officers.

The wives of the Company Grade officers are generally the younger wives in the study; the wives of Field Grade officers and General officers are more mature. To be certain it would be generally permissible to speak of, for example, "the younger wives of the Lieutenants", a correlation coefficient was computed for age of wife and rank of husband and found to be .797. This r of almost .8 is felt to be sufficiently high that the terms may be used somewhat interchangeably when referring to the relative age of those in the study. Table 7 shows this cross

tabulation data.

TABLE 6
RANK OF HUSBAND

Rank	Frequency	Percent
Company grade:		
2nd Lieutenant	13	1.7
1st Lieutenant	35	4.7
Captain	244	32.4
Field grade:		
Major	97	12.9
Lieutenant colonel	140	18.6
Colonel	166	22.0
General:		
Brigadier general	29	3.9
Major general	22	2.9
Lieutenant general	6	.8
General	1	.1
Totals:		
Company grade	292	38.8
Field grade	403	53.5
General	58	7.7
ALL RANKS	753	100.0

TABLE 7.
AGE OF WIFE AND RANK OF HUSBAND

Rank	Age of Wife				Total
	-25	25-34	35-44	45+	
2nd Lt	10	3	0	0	13
1st Lt	16	18	1	0	35
Captain	48	180	15	1	244
Major	4	64	26	3	97
Lt Col	1	2	80	57	140
Colonel	0	0	50	116	166
B. Gen	0	1	6	22	29
M. Gen	0	0	1	21	22
Lt. Gen	0	0	0	6	6
General	0	0	0	1	1
Total	79	268	179	227	753

Dependents

It is reasoned that the number of dependents and their ages might tend to influence the extent to which a mother participates in activities outside her home, whether she be Army wife or otherwise. The questionnaire was designed to determine the number of dependents, both children and adult, and the youngest school age rather than chronological age, since it is felt that this information would also indicate whether the mother might have some hours during the day when there were no children in the home.

TABLE 8
DEPENDENTS: NUMBER AND SCHOOL CATEGORY

Dependents in Family (other than wife)	Number of Families	Percent
None	109	14.4
One	113	15.0
Two	241	32.0
Three	142	18.8
Four	75	10.0
Five	32	4.2
Six	9	1.2
Seven	3	.4
Not indicated	29	4.0
Total	753 ^a	100.0
School Category of Youngest Dependent		
No children	109	14.4
Pre-schoolers in family	290	38.6
School age	282	37.0
College age or older ^b	72	10.0
Total	753	100.0

^a753 families, total of 1556 dependents.

^bIncludes adult progeny who are dependent and other adults.

Data on both the number of dependents and their school category is shown in Table 8, above.

One hundred and nine respondents indicated they have no dependents. The range reported is none through seven, with the largest percentage of families (32%) having two dependents. Two hundred and ninety families have pre-schoolers, and 72 families have no children under college age.

The relationship between dependents and outside involvement will be examined in subsequent chapters. The researcher does not presume, however, that only the fact of a child being at home or at school determines outside involvement on the part of the parent. Other factors pertaining to children that also influence involvement are included in the analysis of the responses and comments of the respondents.

Current Residence

The study is concerned with three issues: (1) Is there any significant difference in the activities outside the home of those persons living on a military post as compared to those who do not? (2) Does proximity to a metropolitan area influence participation and, if so, in what way? and (3) Just how mobile is the population under study, and is the length of time in residence a factor in participation?

Wives who participated in the pilot study often remarked, "We move too often to get really involved!" Does the data obtained in this study support this statement?

Table 9 shows that 298, or nearly 40%, of those persons responding live on a military post, 166 of them near a

metropolitan area. Of those 355 persons who do not live on a post 258, or 34% live in suburban areas.

TABLE 9
CURRENT RESIDENCE

Location of residence	Frequency	Percent
On a post:		
Near a city	166	22.0
Near a town or rural	132	17.5
In an urban community	97	12.9
In a suburban community	258	34.3
In a small town or rural	100	13.3
Total	753	100.0
Months in residence		
Summer transfer (3 months or less)	209	27.7
Between 3 months and 1 year	214	28.4
Over 1 year	330	43.9
Total	753	100.0

Table 9 also shows that the sample population is highly mobile in that 423 persons, or 56%, have been at their present residence less than a full year, with 209 of that number having relocated during the past three months. Only 330 persons, or 44%, have been "permanent" for more than one year. The data would support the position that the stabilized three year tour, considered fairly routine for officers since World War II, is no longer the normal tour for many officers.

The assumption that mobility is to some degree related to rank is supported by the figures shown in Table 10. Company Grade officers' wives who have moved within the past year number 210, which number represents 72% of the Company Grade officers' wives in this study. Only 28% have not moved within

a year's time. Although 53% of Field Grade officers' wives and 57% of General officers' wives have been "permanent" for at least one year, this percentage does not exactly indicate permanence.

It might be pointed out that were tours generally stabilized at three years, a figure nearer to 33% would more closely approximate the number of officers who had moved within the past year; 66% would have been at their present residence for over one year--many for two or nearly three.

TABLE 10

CURRENT RESIDENCE^a AND RANK OF HUSBAND

Residence	Company grade		Field grade		General		Total	
Location	No.	%	No.	%	No.	%	No.	%
On post	124	43	142	35	32	55	298	40
Off post	168	57	261	65	26	45	455	60
Total	292	100	403	100	58	100	753	100
Months in res.								
3 months or less	108	37	90	22	11	19	209	27.7
Between 3-12 mo.	102	35	98	25	14	24	214	28.4
Over 1 year	82	28	215	53	33	57	330	43.9
Total	292	100	403	100	58	100	753	100.0

^a Family residence--62 exclusive of sponsor on unaccompanied tour.

Both school and training programs, and the confrontation in Vietnam, have influenced the more frequent moves of Army officers, particularly those in the lower ranks, since these tours are normally of one year or less duration. It is noted here, in this regard, that the residence listed in this study is that of the wife, sixty-two of whom are living in an even less stable situation than normally because their husbands are in

Vietnam.

Table 10 also shows that only in the case of General rank do more families live on the post than off; even then the difference is slight. Although military housing is sometimes dependent upon the assignment of the husband, it is more often the availability of housing that is the determining factor.¹ Wives of men on hardship tours, except in rare instances, are not authorized government quarters.

Educational Data

One of the stated objectives of this study is "to determine the educational and career preparation of the Army officer's wife." Another is "to identify factors which the officer's wife relates as influential in her decision to seek, or not to seek, further education . . . and to identify the problems the officer's wife says she encounters as she does so."

Part II of the questionnaire was designed to obtain information on the educational background of the officer's wife, her major field of study, career preparation, education acquired after her marriage, and educational aspirations and plans for the future.

Cross tabulations concerning the utilization of this educational preparation through volunteer services and/or employment will be reserved for Chapters V and VI, which will deal specifically with those areas.

¹ Families normally accept government housing if given a choice since it is less expensive and more convenient than off post living.

Educational Level

The respondent was asked to indicate her highest level of formal education, schooling beyond high school including the name of the school attended, major field of study, and degrees earned. Table 11 shows the educational level of the wives in this study, and also the same information for the officers.

TABLE 11
EDUCATIONAL LEVEL OF WIVES AND OFFICERS

Highest grade	Wives		Officers	
	Freq.	%	Freq.	%
Less than college:				
No high school	10	1.3	0	0
Some high school	13	1.7	0	0
High school graduate	117	15.5	8	1.0
Some college	314	41.7	68	9.0
College graduate	233	31.0	354	47.0
Graduate work:				
One year	46	6.0	120	16.0
Two years	15	2.1	104	13.8
Three or more years	5	.7	99	13.2
Total	753	100.0	753	100.0

As shown in this table, 299 college graduates are represented in the wives in this sampling, with 66 of this number indicating education beyond the bachelor degree level. These graduates represent 39.8% of the 753 wives responding. Of the twenty three wives who indicated that they were not high school graduates, ten were foreign born, volunteering this information with the comment that they were unable to equate their educational background with our school system. Several other foreign born wives were in the group of 140 women who had no schooling beyond high school.

It is impossible to say whether this information is truly representative of the total number of 1,000 wives who received this questionnaire, or whether those persons who are college graduates are more apt to participate in the study than are others--both because of a greater interest in research on the part of the more highly educated person, and because the respondent and her achievements "look good on paper". However, the researcher would like to make note of the fact that a large number of persons with only a high school diploma, plus a large number of wives who showed no involvement in any of the areas in this study, also returned questionnaires--some of these, through their comments, showing an unusual interest in the study, and expressing an appreciation for being included in the research. Therefore, because the size of the sampling was statistically determined and randomly selected it must be assumed that the response does represent the population under study.

It will be noted from the table that the educational level of the officers is even higher. This fact is easily attributed to the emphasis placed by the Army on degree acquisition for its career officers and for promotions, and to the fact that those men in college ROTC programs earn their officer status with their degree.

A cross tabulation of degree acquisition of husband and wife is shown in Table 12. It was thought that the educational levels of spouses might show some relationship, but this is found to be the case only with wives who hold advanced degrees. The data shows that thirty nine of forty one wives with master's degrees or above are married to men holding degrees, twenty eight of

which are also advanced degrees. Only twenty nine wives hold degrees higher than their husbands; nineteen of these are married to men with no degrees. A total of 662 officers of the 141 represented hold a bachelor's degree or better, as do 292 wives. In addition, five wives hold Associate Arts two year degrees.

Free response comments volunteered by some of the wives revealed that their husband's educational level or achievement had stimulated them to continue their own education. Some of these comments follow:

I would love to get my high school diploma, so I could go on to college with my husband.

I think that the emphasis placed on education by the Army has prompted my husband to seek more education and in turn has given me added incentive.

I need continuing education to keep up with my husband who is continually being given advanced schooling by the Army.

I will re-enter college and complete my degree while my husband is in graduate school. (Same comment by two wives.)

Type of Schools Attended Beyond High School

Of the 613 women in the study who were enrolled in some type of formal educational program beyond high school, the largest number by far, 458, attended four year institutions--colleges or universities. Not all stayed to earn degrees. One hundred and thirty five women enrolled in institutions specializing in occupational programs--nursing, business or secretarial, technical, or trades. Most of these schools offer courses of two years or less duration. Thirty women attended junior or community colleges, fifteen transferring into four year institutions and four into occupational training schools.

TABLE 12

DEGREES EARNED BY HUSBAND AND WIFE

Husband's Degrees	Wife's Degrees								Total Husband's Degrees
	N	AA/RN ^a	B	2B	M	2M	Doc	Prof	
None	57	5	13	0	1	0	0	0	76
AA or RN	1	0	1	0	1	0	0	0	3
Bachelor's	204	44	145	2	8	0	2	0	405
Two bachelor's	7	2	6	0	1	0	0	0	16
Master's	69	13	55	0	11	0	0	0	148
Two master's	6	1	3	0	1	0	0	0	11
PhD or EdD	8	2	3	0	5	0	0	0	18
Other professional degrees	21	9	21	2	9	0	0	2	64
Total wife's degrees	373	76	247	4	37	0	2	2	741 ^b

^aAssociate Arts and Registered Nurse.

^bThis table does not include 7 men and 5 women who completed four years of college but did not indicate if degree was earned.

Major Field of Study

Table 13 shows the major field of study pursued by those women who attended some school after high school. It should be noted that all those persons included in this table are not college graduates; many enrolled as degree students did not complete their study. Shorter programs that were completed did not terminate in a degree. Many nursing programs are of two or three year duration; business school programs often prepare an enrollee for employment in a matter of months. No attempt is made in this table to equate the major field of study with completion of a specified number of years study.

TABLE 13

MAJOR FIELD OF STUDY AND SPECIFIC OCCUPATIONAL
PREPARATION INCLUDING THE HIGH SCHOOL LEVEL

Field	Major Field		Occupational Field	
	Freq.	Percent	Freq.	Percent
Business, Clerical	121	16.0	113	15.0
Education	118	15.7	176	23.4
None	107	14.2	197	26.2
Arts and humanities	90	12.0	24	3.1
Other professional fields	64	8.5	47	6.2
Social sciences	61	8.0	23	3.1
Nursing	61	8.0	58	7.8
Math and science	43	5.7	4	.5
Home economics	42	5.7	16	2.1
Liberal arts (no field)	34	4.5	N/A	0.
Services, trades	8	1.2	36	4.8
None indicated	4	.5	26	3.5
Health fields (other than nursing)	0	0.	33	4.3
Total	753	100.0	753	100.0

The data shown in this table reveals that the largest number of wives, 121, were enrolled in business school programs. Education was the next most popular major field. One hundred and seven stated that they had no major field.

The respondent was not limited to the categories shown in this table; the question was so structured that the major field was filled in by the respondent. These answers were grouped by the researcher into workable categories for the purpose of comparison with occupational preparation and employment.

Occupational Preparation

Data on the specific occupation or job for which the

respondent prepared while in school is included in the same table (13) for the purpose of quick comparison. Even though the most frequent answer to the question was "none", the free response question elicited ninety different occupations. These occupations were also grouped by the researcher; however, the five occupations listed most frequently by the respondents were: (1) secondary education teacher--72, (2) elementary education teacher--70, (3) nurse--53, (4) secretary--57, and (5) clerk or clerk typist--39. Far below those leading five but next in frequency were: (6) medical technician--19, (7) social worker--18, (8) stenographer--11, (9) librarian--10, and (10) business administrator, automatic data processing technician, and beautician--all with 9.

A comparison of the two columns in Table 13 reveals some differences in major field of study and occupational preparation. The most outstanding, as shown in column 2 (occupational preparation), are:

1. An increase in the number preparing in education. (Other education areas besides those previously mentioned, were vocational, special, pre-school, and adult.)
2. An increase in the number of persons in the service or trade areas--beauticians, retailing or selling, modeling, real estate.
3. A sizeable decrease in the areas of math and science, social science, arts and humanities, and home economics.
4. The absence of liberal arts as an occupational field.

Some of the reasons for the changes in occupation from the previously stated major area of study appear to be:

1. Many of those persons whose majors were in the academic disciplines graduated into the teaching profession, particularly on the secondary school level. Some undoubtedly joined the ranks of "no specific job or occupational preparation" since there are ninety persons in this category over that number which indicated no major. This category also probably absorbed some of the liberal arts majors.

2. Home economic majors became dieticians, fashion designers, retailers, teachers --especially in secondary schools.

3. Included in occupational "health fields" were pharmacists, medical technicians, dieticians, speech therapists, none of which had been listed as major fields of study.

4. Many wives continued their education after their marriage, and, as will be shown, selected new areas of study, thus new occupational areas appear.

Post-marriage Education

Questions relating to post-marriage education were directed toward the type of program in which the respondent was enrolled, and reasons for enrollment. It should be noted that "after marriage" is not necessarily synonymous with "after becoming an Army wife"; no attempt was made to limit the time period to the latter.

Table 14 shows the type of program in which the respondent was enrolled: high school, higher education, non-credit (such as adult education) programs, and occupational courses. Professional training, by and large, was indicated by nurses who were updating their training.

TABLE 14

TYPE OF POST-MARRIAGE EDUCATIONAL PURSUITS

Type of course	Frequency
None indicated	440
Credit courses:	
High school	3
Undergraduate	87
Graduate	53
Both	4
Non-credit:	
Academic	77
Recreational, avocational	50
Occupational:	
Business, trade, etc.	26
Professional training	20

Non-credit recreational or avocational courses included such skills as flower arranging, hat making, bridge, sewing--all regularly offered in the programs of the various Officers' Wives Clubs, but also available through adult education centers, private lessons, etc. The largest percentage of wives enrolled in non-credit academic courses were studying languages, predominately German while stationed in that country. Language was also a favorite undergraduate credit course.

Wives who indicated private instruction were included in the appropriate non-credit category.

In view of the fact that courses taken through the Army Educational Centers were specifically alluded to in the questionnaire, it was surprising that only two wives listed courses taken through the Centers. It is assumed that some of those wives who listed enrollment in "off-campus" University

courses might have attended courses sponsored by the Centers, but not identified by them as such.

Table 15 shows that about half of those enrolled in undergraduate credit courses had earned more than a semester's credit; five completed requirements for the Associate Arts degree and nineteen wives earned a bachelor's degree. Well over a third of those enrolled in graduate programs did as well, with twenty three earning one or more degrees.

TABLE 15
CREDITS AND DEGREES EARNED AFTER MARRIAGE

Credits earned	Frequency
High school diploma or equivalency	3
Undergraduate credits:	
Less than 15	47
16-30 (up to 1 year)	17
31-60 (1 to 2 years)	20
61 + (over 2 years)	7
Graduate credits:	
Less than 15	33
15 +	24
Degrees earned	Frequency
Associate Arts (2 year degree)	5
Registered Nurse ^a	17
Bachelor's	19
Master's	16
Bachelor's + master's	2
Advanced	4
Master's + advanced	1

^a Registered Nurse included with degrees because of the standardized requirements for qualifying as RN.

Why did these women choose to enroll in educational programs after their marriage? Based on comments of those participating in the pilot study, nine reasons were listed for

checking, with no limit on the number of reasons which could be given. These reasons, which, because of the multiple answers permitted add up to more than the 313 women involved, are shown in Table 16.

TABLE 16
REASONS STATED FOR ENROLLMENT AFTER MARRIAGE

Reason	Frequency
Intellectual stimulation, personal growth	114
To learn new skills, update old skills	111
To work toward degree requirement	95
To increase competency for present or future employment	85
To work toward certification/license require- ment	44
To learn more about special interests, hobbies .	44
To increase competency for volunteer service . .	28

While Table 16 needs little interpretation it was noted in tabulating the data that of the 114 persons stating they were enrolled for intellectual stimulation and personal growth, eighty eight gave this as the only reason, twenty six combined this answer with one of the more utilitarian reasons listed. It was also somewhat surprising to see a rather small number who indicated that they were interested in increasing competency for volunteer services, since several of the larger organizations which depend on volunteer personnel not only offer training courses for volunteers but often such courses are mandatory. This is true of some of the programs of the Red Cross, Scouts, and Army Community Services--organizations in which (subsequent data will show) Army wives are active.

Of those persons who had enrolled in credit programs,

thirty seven appeared to be pursuing a major similar to that stated prior to marriage, twenty eight were studying in related areas, and thirty four made rather major changes in the field of study. Further examination revealed that in almost all instances where a major change was noted, the individual indicated elsewhere in her questionnaire a specific job goal.

Educational Plans

Table 17 shows that a large number of wives, 397 or 54%, indicated that they have not yet completed the formal education which they feel they need or want. Others commented that while they have no desire for more formal education they have plans to continue programs of self-education, mentioning most often their own practice of extensive reading as a means of so doing. An additional 128 persons were undecided. While the writer realizes that many of those who feel that they would like more education may never enroll in another class, still the answers demonstrate that the trend toward continuing one's education after marriage is endorsed by the majority of the wives in this study.

TABLE 17
EDUCATIONAL PLANS

Is Education Completed?	Presently Enrolled		Presently Not Enrolled		Total	
	Freq	Percent	Freq	Percent	Freq	Percent
Yes, completed	8	9.0	206	31.7	214	29.0
No, not completed	70	78.6	327	50.0	397	53.7
Undecided	11	12.4	117	18.3	128	17.3
Total	89	100.0	650	100.0	739 ^a	100.0

^a 14 did not answer.

Table 18 shows the relationship between the question above, "Do you have all the formal education you need or want?", and the age and educational level of the respondent.

As might be expected, the interest in additional education decreases with the age of the respondent. Even so, 36%, or over one third, of those women in the 45 and above group are interested in more education. This compares with approximately two thirds of the wives under 35 who desire more education.

When the data is examined from the educational level of the respondent, there is no indication that the desires for additional education is motivated by educational level in itself, for over 50% of the wives in all levels indicated that they wish more education.

TABLE 18
EDUCATIONAL NEED OR DESIRE AS RELATED
TO AGE AND EDUCATIONAL LEVEL

Age	Education is Completed		Education is Not Completed		Undecided	
	Freq.	Percent	Freq.	Percent	Freq.	Percent
Under 25	13	17	50	64	15	19
25-34	46	17	174	66	44	17
35-44	47	27	93	53	36	20
45 +	108	49	80	36	33	15
Educational level						
High school	40	30	72	55	20	15
Some college	85	27	174	56	53	17
College graduate	70	31	116	51	43	19
Graduate degree	19	29	35	53	12	18
Total ^a	214	29	397	53.7	128	17.3

^a 14 did not answer.

The reasons for desiring more education, however, are often influenced by educational level; i.e. those working toward certification and licensing requirements are more often those wives who have previously earned degrees; the greatest percentage of wives working toward the completion of degree requirements are those wives who already have earned some college credits.

An open end question gave the respondent an opportunity to express in her own words why she desired additional education. The reasons given by 440 wives were then grouped for analysis and are shown in Table 19. Reasons listed by the respondents are somewhat similar to those structured into Table 16.

TABLE 19
REASONS STATED FOR DESIRING MORE EDUCATION^a

Reason	Frequency
Self enrichment, personal growth	164
Complete degree require. or earn additional degree.	109
Update/refresher in field or related area	65
Employment prep, increase potential, better job	63
To be prepared for future; security	60
Preparation in new career field	57
To be better citizen, family member; keep current	50
Certification, license requirements	30
Avocational interests	25
Explore new interests	24

^aAnswered by 440.

Several similarities, as well as meaningful differences, are noted in Tables 16, Reasons for Enrollment After Marriage, and 19, Reasons for Desiring More Education. In both instances self-enrichment, personal growth head the list. Working toward

meeting the requirements for a degree is high on both lists. Updating skills and employment preparation is high on both lists, while avocational interests are of secondary importance in both instances.

Added to Table 19--the reason stated for desiring more education--is "to become a better citizen, family member, to keep current with the times." This need to be better members of society and family was expressed by fifty persons.

Also in Table 19 is an item "to be prepared for the future, security." "To have a useful life after children are grown" and "to be prepared to work in case of husband's death" were two comments frequently noted. The first is in line with the growing concern for the "mature years" of a woman's life. The preparation for employment in the event of the death of the husband is a concern that is undoubtedly more common with service wives than with wives in general. Sixty two of the respondents have husbands who are serving in Vietnam, others know that a hardship tour in the not too distant future is not unlikely. This answer was more often the comment of young wives--the remarks of two captains' wives are representative of others:

As an Army wife there are many times when we are in complete charge of home and family so I also feel I should prepare myself for a profession in case I am thrust into the role of sole bread winner. I do not believe this attitude would be as prevalent were I a civilian though perhaps it well should be.

To prepare myself for an occupation of dignity in the event my husband should be killed or disabled.

Respondents were asked to state specifically, in their own words, why they are not enrolled, if this is what they desire. Their responses, grouped again by the writer, are shown in

Table 20.

TABLE 20

REASONS WHY PERSONS INTERESTED IN ADDITIONAL
EDUCATION ARE NOT PRESENTLY ENROLLED

Reason	Frequency
Pregnancy or young children in family	113
Family and home responsibilities	79
Reasons related to Army life: husband in VN, lack of schools in area, recent transfer, etc.	73
Expense	39
Employed	38
Own attitude: age, lack of motivation, need, goal, real interest	37
Too busy	35
Commitments outside the home	19
Family attitude, conflicts, difficulties	13
Personal health	10

Seen here is some indication that circumstances of Army life may sometimes make more difficult the achieving of one's educational goals, for as many as seventy three persons gave some reason directly related to their military association for not being enrolled at the present time. (This is not to imply that either the Army wife or the writer believes that Army life consistently presents obstacles to the achievement of one's goals; the question was directed toward present enrollment, in the present location, under present circumstances.) Those reasons which have been grouped as "military related" are:

- (1) husband in Vietnam, "feel the children need me more now",
- (2) school is not available at present assignment--most often the comment of a student working toward a degree, one who has exhausted the number of correspondence or elective credits permitted, (3) recent transfer or relocation, not settled enough.

to look for schools, find time for study.

As previously stated, it would be presumptuous to assume that all those who state a desire for more education have any real plan for continuing. This is especially evident in the honest remarks of thirty seven of the wives who in effect say, "Interested? Yes. Motivated? No."

However, it would seem that the interest expressed by wives in this study is great enough that some consideration might be given to improving the educational opportunities available to the Army wife. Expanding existing military educational programs to include adult dependents is worthy of consideration.

A captain's wife in this study comments:

It would be wonderful if dependents could complete their education on post. I'd love to get my high school diploma so I could go on to college with my husband, but correspondence courses are dull and local schools geared to teens.

Shortly after this comment was received, the aforementioned article concerning eligibility of dependents for the GED program appeared in The Stars and Stripes¹. It is felt that this is a good start that will help meet the needs of those wives who do not have high school diplomas. Several wives asked if some of the benefits and financial assistance now available to their husbands could not be extended to dependents. With the emphasis placed on the importance of education today by the military, (for the military), it is unfortunate that more assistance is not

¹Supra, p. 31

available to the Army wife, and that wives cannot be absorbed into more of the already existing programs and courses offered through the military. While non-credit courses would meet the needs of some wives, the data in this study indicates a large number of wives are interested in courses for college credit. Would not participation in a course on "Germany Today" for a wife whose sponsor is on orders to Germany, make that wife a better ambassador for the United States, and a better guest in the host country? Such a course, on the college level, partially financed by the Army, could be made available to wives with the necessary prerequisites, through the Army Education Centers. Wives not interested in credit could possibly audit such a course.

The House Veterans Committee has recently approved a GI Bill for wives of men killed or totally disabled in the service. The bill would make available educational benefits to widows. The data in this study would indicate that some wives, aware of their own needs prefer preparation before the fact of widowhood.

The (reported) lack of participation in Army Education Center programs would suggest that publicity of these programs needs to be expanded to specifically include and reach the adult dependent. Both the Center and the Officers' Wives Club could take the initiative in promoting participation in such programs as are available.

When asked for educational plans for the future (as differentiated from aspirations or desires), 388 wives did not answer, had no plans, or indicated some indecision. On the other hand, as shown in Table 21, the goals of finishing one's

degree requirements, increasing employment potential, meeting certification and license requirements, appear to be quite real for many others. Employment preparation continues to be a primary goal in planning for the future.

TABLE 21
EDUCATIONAL PLANS FOR THE FUTURE

Potential plans	Frequency
Not answered	65
No plans	227
Indefinite, undecided, perhaps later	96
Complete degree or earn new degree	89
Preparation in new career field	81
Increase employment potential, meet certification, license requirements	65
Refresher in field	52
Part time study	47
Courses for enjoyment, personal growth, enrichment	43
Increase avocational competency	32

The oft-repeated desire to complete a degree requirement would indicate that there is an added incentive resulting from having "one foot in the door" that sufficiently motivates one to strive to reach a previously established and partially completed goal.

Army Affiliation and Education

Upon completion of the questionnaire the respondent was given the opportunity to comment specifically on how she felt her Army affiliation had influenced in any way any of the areas of her life covered in this study--education, volunteer services, employment. Of the many that availed themselves of this opportunity, 127 persons commented, either negatively or positively, on educational opportunities or problems. The grouping of their remarks are shown in Table 22.

TABLE 22
ARMY AFFILIATION AND EDUCATION

Comments	Frequency
No comments	626
Positive comments:	
Army life stimulates need/desire for education . . .	29
Attended college during husband's hardship tours . .	21
Educational opportunities available on posts	15
Education enhanced Army life	12
Negative comments:	
Frequent transfers: difficult to complete require- ments	23
Not assigned where desired school/program available	14
Requirements different each area and school	13
Army life leaves no time for pursuing education . .	5
Long range planning difficult	3

Several of the comments made by the wives are quoted here--
as grouped on the Table above.

Army life offers intellectual stimulation by the very caliber of people one must meet and communicate with. I find it necessary to keep current in all subjects, particularly those of a political, economic, and military nature. . . . I feel I have gained more insight and maturity in this role than my past education or background afforded.

The educational opportunities available--for the looking--are seemingly endless. Training as grey ladies, dental assistants, in ceramics, golf instruction.

Due to an assignment at a post where American University offers a master's program I have been able to obtain 18 hours of graduate work.

My Army affiliation influenced my choice of major, for my present degree program, linguistics, in a significant fashion through the manifold associations with polyglotes which Army life affords.

I came in contact three years ago with many underprivileged families and retarded children [through volunteer services.] Ever since that time I have been working to equip myself to help the people in these groups. (is enrolled in school)

I find the Army wife should be well read and should continue her education if possible to be a credit to her husband.

Meeting so many new people has made me want to continue my education. I find that most of the people we are with socially have good educations.

It [Army affiliation] has made me realize the need for a better education; more so from my volunteer work since some of the things I want to do I can't for lack of better education. This can also at times be embarrassing.

I think my contact with truly well educated European women has made me finally decide to direct my life to more education for myself and not just for my children.

My husband's [a colonel] positions have placed me with highly educated personnel socially and I wished to be more conversant with them.

I have never been interested in furthering my education until this past year. . . I truly was content in my role as an Army wife. Working with Army Community Services--I've never been happier--makes me really want to go back to school to study social work. This year's work with ACS has suddenly made me dissatisfied with myself. . . . How much more satisfying it could be if I were properly educated. At the present time I feel terribly frustrated about my uneducated status. . . .

My education has prepared me in language, art, history to benefit and enjoy seven years in Europe. (Economics major)

I finished my master's degree in spite of the Army and four moves during my work on it.

It has made further education and employment virtually impossible.

The Army has only hindered my formal educational aspirations by keeping us on the move during our 3 1/2 years of marriage. [and on the positive side] However, I feel few professions could match what I have seen and learned of our nation's people since my marriage.

It is very difficult to work toward a degree due to frequent moves and residence requirements of graduate schools.

I had 74 credits before marriage and 21 in three different colleges since [marriage] in four years.

Army life is educational in itself, but I also feel it hinders continuance of formal education in many instances, due to many reasons such as constant relocations.

When my husband gets out of the Army and starts working [no comment!] I plan on enrolling for a year immediately.

At this time correspondence is the only way I can continue education; shortly I will take 3 more, the maximum number of transferable correspondence courses.

The Army made it necessary for me to be separated from my husband while I interned [as a dietician] for one year since we were never stationed near an area.

I feel that the Army is only an interruption to my life, education, and employment. (Husband is a non-career First Lieutenant.)

The combined answers to the questions on education in this study, plus the many comments concerning education volunteered by the respondents, contribute to the general understanding of some of the opportunities and difficulties encountered by the Army wife in this area of involvement. The data would support a claim that a sizeable number of wives in this study have a genuine interest in education as an area of personal involvement, and, in spite of the difficulties encountered, many wives are actively engaged in continuing their formal education.

Travel as an Educational Factor

While this study focuses on the formal education and career background of the Army officer's wife, a preponderance of remarks are addressed to a conviction that travel is the greatest educational opportunity afforded the Army wife (and family) through the affiliation with the military. It is felt by the respondents that this observation is relevant to this study. Because the following comments are directed specifically at travel as an

educational opportunity for the Army wife, they are included in this chapter:

Foreign duty has stimulated a great interest in people, their customs, and history. Travel in the United States has increased my appreciation of my own heritage as well as given me a broader outlook on its people, their problems and desires. I have fewer prejudices than I had had with a small town background.

The constant change and moving give me the challenge I personally need to keep growing and learning. . . the Army has strengthened my belief that one's education never really ends

I have traveled all over the world, learned customs and languages of other countries.

Living . . . in different sections of the U. S. and in Europe has markedly enhanced my general cultural education and my skills in understanding and communicating with a great variety of people. This I regard as a personal gain, relevant to all areas covered in this study. (In addition to education through travel, this wife has earned thirty graduate credits, has taken a course in Russian and one in German through the AEC; and completed a University extension course in Europe on "Germany Today".)

Association with Army life has certainly been educational geographically, politically, and language-wise because of our exposure to ways of life throughout the U. S. and the world.

My life has been enriched intellectually and spiritually by travel which includes living in different parts of the world.

Chapters VI and VII will examine the utilization of the educational background, presented in this chapter, through volunteer services and in employment, and other factors of participation in these areas.

CHAPTER V

RESEARCH FINDINGS: VOLUNTEER SERVICES

This chapter will examine information compiled from the questionnaire concerning the current involvement in volunteer activities of the population under study. It will attempt to determine the extent to which an officer's wife participates in volunteer services that utilize her academic and career preparation; it will seek to identify "problem areas" encountered in her volunteer participation--particularly those which might be military related; it will examine the extent to which she feels her volunteer participation has been influenced by "significant others", or by the fact of being an Army officer's wife. It will attempt to isolate specific factors which appear to affect the nature and degree to which she volunteers her services.

The respondent was asked to fill in a chart requesting information on any volunteer services in which she had engaged during the preceding year. Because the study is primarily interested in determining the use of skills acquired through an academic or professional program, the questions were so structured as to determine: (1) the type of organization or program, (2) the nature of the service, (3) the degree of skill required

in the particular volunteer assignment, and (4) the means by which the skills had been acquired.

The time period specified in the question for current volunteer services was "during the past year". The data says nothing about what was done prior to that period, or will be done in the future. Although several wives commented on past activities, these activities are not included in this study, since a cross-sectional approach such as used here presents a fair and accurate portrayal of general commitment for the total population.

Looking first at Table 23 it is seen that 342 of the wives in this study, or 46%, are currently participating as volunteers. Approximately 50% of this number have limited their participation to one activity or service; the remaining 50% are volunteering in two or more areas.

TABLE 23
CURRENT VOLUNTEER INVOLVEMENT

Number of Activities	Frequency	Percent
One	178	24
Two	100	13
Three	40	5
Four or more	21	3
Not specific--general statement of involvement	3	1
Total	342	46 ^a

^a411 (54%) of the respondents indicated no volunteer services.

Many of the wives responding to this study commented on

the role of the Army wife as a volunteer. Some of their observations are noted here.

The Army wife seems to become involved in all areas of welfare, particularly overseas, as an integral part of the community and a projection of the Army and/or the U.S. "image". I heartily approve.

I find the general attitude of military wives shows more interest in volunteer services for the good of their [Army] community than does that of my civilian friends--and am proud of this attitude.

The Army has made me realize more clearly the importance of the individual sharing in community responsibility.

In the Army, wives are expected to assume more responsibility as her husband is promoted. In order to do this a wife must become involved in volunteer activities early in the game; every small commitment I make or every accomplishment serves as apprenticeship for my later responsibilities.

On or near a post volunteer services are a part of the Army wife role.

I feel the Army wife should enter into community work; (1) her husband and children will benefit greatly if she does, (2) it will create good will toward Army families, (3) children should be taught their parents contribute to a community or post and the same will be expected of them (as parents).

The favorable comments such as those above, far outnumbered the unfavorable, examples of which are given here:

Army volunteer work is for the welfare of Army people instead of the greater and needier scope beyond in the civilian community.

Too many [Army] women apply themselves too casually to volunteer services and take on too many jobs, resulting in poor quality performance.

I would rather work . . . and chuck the one million volunteer jobs you are required to do in the Army.

The Organization

Table 24 presents the type of organization to which the Army officer's wife volunteers.

TABLE 24
TYPE OF ORGANIZATION SERVED

Type of Organization	In Civilian Community	On Military Post	Total
Educational, youth	100	28	128
Social, cultural, recreational	34	251	285
Welfare, health, hospital	37	38	75
Religious	53	40	93
Political	9	0	9
Total	233	357	590 ^a

^aFigures represent the services of 342 wives indicating volunteer participation, half of whom participate in more than one activity.

Almost twice as many wives volunteered their services in the civilian community to educational and youth activities than to any other type of off-post programs. Although organizations for young people found in civilian communities are also available on Army installations, the on-post educational and youth programs did not attract as many volunteers; undoubtedly because only 40% of the wives, and their children, reside on Army posts. However, 60% of the total services were contributed on Army posts. Involvement in social, cultural, and recreational activities on the post is high. This is attributed in part to the fact that membership and active participation in the officers' wives club is strongly encouraged for those living on the post; many who live elsewhere also participate in the activities of these clubs.

It is noted here that membership alone was not classified as "volunteer services" by the researcher; some evidence of a service, as defined in the first chapter of this study, was

required. Service to the club, such as contributed by a club officer, or service through the club, such as working on programs for hospitalized servicemen, was established as a criteria.

On-post welfare, health, and hospital services were centered in the Red Cross Volunteer program, the Thrift Shop, and Army Community Services--the latter a young Army sponsored program designed to assist in alleviating the problems of service personnel and their dependents. Participation in political activities, prohibited or discouraged by all military services for military personnel (and not available on-post) had the smallest percentage of participants.

Volunteer Skills

A desire to define the extent to which professional and academic skills and training are utilized through volunteer services and employment was a stated purpose of this study. The skills necessary and the acquisition of these skills, relates specifically to this objective. The data in Table 25 pertains to the degree and type of skill necessary in performing the duties of the volunteer.

TABLE 25

GENERAL SKILL LEVEL OF SERVICE

Level	Frequency
Professional skills and ability.	70
Special skills required but not on professional level.	31
Organizational and leadership ability	182
Routine, non-skilled	300
Not answered	7

In interpreting the data on the above table, "professional skills and abilities" refer to those proficiencies acquired in formal educational programs for the purpose of engaging with a degree of expertness in a specific occupation or occupational field. Knowledge within the field is implied.

"Special but non-professional skills" require a proficiency but without the "occupational" training or preparation. Typing skill used by a volunteer worker would be professional for a secretarial school graduate, not so for the nurse. Organizational and leadership ability is self-explanatory; however, there are many paths that lead to proficiency in these areas. Routine and non-skilled are the countless tasks that require little or no training or skill. Final designation of skill level and type was the responsibility of the researcher, arrived at after the perusal of several sections of each questionnaire.

It will be seen from this table and the following one, Table 26, that wives are contributing in a professional capacity in seventy of the 590 services in which they are engaged. It is of particular interest to this study to identify some of these wives:

Twenty-one of this group are nurses serving in both military and civilian hospitals as volunteers, in Red Cross bloodmobiles, in T-B Xray programs, as school nurses, and in annual school health check-up programs.

Three are librarians, two serving in school libraries, one involved in a program designed to improve the school libraries in slum areas.

Fifteen teachers are using their education as teacher's

assistants; as tutors in programs for underprivileged, retarded or handicapped persons; and in language courses as instructors. In some instances the language is a foreign one, being offered to Army wives through the Wives' Club; in another a wife is teaching English and "Americanism" to foreign-born wives of servicemen.

Six are using their clerical skills in Army Community Services, in the Thrift Shop, as club secretaries, in school offices. A bookkeeper is in charge of the records for a neighborhood school for children of working mothers.

Three social workers are involved in programs for underprivileged families, and two are contributing their professional knowledge to the Army Community Services program.

Another wife is a recreation worker teaching arts and crafts in her local scouting program. Two religious education majors are now working with young people in their community church, while one who is a professional pianist is contributing her talents to the programs of her chapel and Wives' Club.

A beautician is working in a rehabilitation program for unwed mothers in a home in a large city. A dietician is helping in a school lunch program, a speech therapist is working with handicapped children, and a professional model is teaching a teen-age class of girls the fine points of good grooming.

In addition to this number, there are many women with academic backgrounds in liberal arts who feel that the caliber of their volunteer work is improved by the general educational background which they have brought to their program. This comment was made frequently by wives who had leadership or

administrative roles in a variety of programs and clubs. Writes one general's wife: "My education has prepared me in language, art, history to benefit and enjoy seven years in Europe. . . . Volunteer positions are honorary but the responsibility has been great. A liberal arts education has served me well."

Persons with specialized fields of study such as archeology, pharmacy, law, etc. were not credited with using their professional skills unless their services actually related to their major field.

The most outstanding of these figures is, of course, the comparatively larger number of nurses and teachers among the "professional volunteers". In relating these figures to occupational programs, as shown in Table 13, it is seen that twenty-one of fifty-eight nurses (36%) volunteer in some professional capacity--by far the largest percentage of any of the occupational groups.

TABLE 26

MEANS OF ACQUIRING NECESSARY SKILLS

Preparation	Frequency
Trained by organization.	187
On-the-job training or personal experiences	107
School--professional and academic preparation	89
No special preparation or skills needed	86
Personal preparations	60
Previous volunteer experiences	55
Previous work experiences	14
School--extra curricular activities	10
Personal hobbies	6

Table 26 shows that while not all wives are using their academic training in their volunteer services, they are not,

for the most part, untrained volunteers.

When asked to answer the question, "How or where were skills acquired", the numerous answers shown in the above table were given as write-in responses. The largest number of volunteers are trained by the organization. In some instances this was the organization in which the volunteer would work (such as a hospital), in others the training organization was the one contributing the volunteer (such as the Red Cross who trained their personnel going into the hospital setting). Several organizations have quite stringent requirements for their volunteers, and this table demonstrates that influence.

In a few instances more than one type of preparation was indicated, all of which are included in this table. On-the-job training, or personal experiences brought to the job, ranks second in preparation, and professional and academic backgrounds ranks third. There are many more services classified in Table 25 as "routine, unskilled" (300) than there are persons stating that no special preparation or skill is needed (86). There are two factors which explain this difference: (1) many organizations train all volunteer personnel, regardless of the specific duties they will perform, and (2) most persons feel they have something personally to contribute to their work, regardless of how routine it may be. Previous volunteer experiences, personal preparation, personal experiences contribute to even the lowliest of tasks.

It will be seen later in this study that volunteers often have more to contribute than they feel volunteer jobs require-- a decisive factor in the volunteer who turns to paid employment

as more challenging and more rewarding.

Situational and Environmental Factors

The data just examined indicate that skills alone do not determine the extent of the participation of a volunteer. Additional data compiled identifies some of the other factors which appear to be significant.

Place of Residence

Table 27 is a cross-tabulation of volunteer involvement and place of residence. Since the husband's duty assignment determines in part the residence of the family, this factor may be considered as related to the military affiliation. As previously noted the military command and availability of quarters normally determines whether the family shall be housed on the military installation in government quarters (and if so, in which set), or required to find housing in a civilian environment. In the latter instances, the selection of community is a family affair, controlled to some extent by the need to be reasonably near the duty station of the husband. Table 27 relates that information to the volunteer participation of the wife.

As seen again in Table 27 only 298 wives, or 40% of the population, live on military installations. Table 24 demonstrated that 60% of the services rendered by wives were to on-post organizations or programs. It is readily seen from Table 27 that the percentage of those persons living on military installations who work as volunteers is greater than that of those living in civilian communities. The columns showing

participation in one or more activities for those persons residing on a post total approximately 55%. The location of the post--in relation to a neighboring city or town--shows no significance. Of wives residing in civilian communities 40% are contributing to at least one program. Broken down into the size or type of community the data indicates more activity on the part of the suburbanite (44%) and less on those in urban (36%) and small town and rural areas (31%). The figures also show some difference in the extent of involvement, with those living on post or in suburbia most apt to be participating in several activities.

TABLE 27

PLACE OF RESIDENCE AND VOLUNTEER INVOLVEMENT

Place of Residence	Total No.	No Volunteer Services		Volunteer Services			
				1-2		3+	
		Freq. %		Freq. %		Total	
On post near city	166	75	45	73	44	18	11
On post near town or rural	132	61	46	57	43	14	11
Urban community	97	62	64	34	35	1	1
Suburban community	258	144	56	91	35	23	9
Small town, rural	100	69	69	26	26	5	5
Total on post	298	136	45	130	44	32	11
Total off post	455	275	60	151	33	29	7
Grand Total	753	411	55	281	37	61	8

In addition to the fact that more wives living on post participate as volunteers than those living in civilian communities, another factor contributes to the comparatively greater on-post involvement. Many wives living in civilian neighborhoods indicate volunteer services in both the Army and civilian (home)

communities. There is a personal identity with both the civilian and Army community. The Army wife living on post is less apt to identify with her neighboring civilian community. Also, many wives state in their comments that they feel a greater need exists for their services in the military community. A familiarity with both the needs and procedures of welfare and hospital activities from post to post also encourages a return to familiar programs. While the same is true of community organizations that are nation-wide, such as the PTA, Scouts, Sunday Schools, it is less true of civilian hospital and local welfare programs where procedures and needs can vary appreciably from one area to another. These factors, coupled with the aforementioned encouragement to be active in the Officers' Wives' Club, account for the greater concentration of effort within the military community.

Rank of Husband, Age of Respondent

Although Table 28 shows some relationship between the rank of the husband and volunteer participation, this data is best considered in combination with other data compiled. In Chapter V it was demonstrated that a positive relationship exists between the age of wife and rank of husband. Company grade wives, therefore, are younger; data also supports a logical assumption that there are more pre-schoolers in the families of younger parents, another factor that will be seen to be of significance in the table which follows this one.

TABLE 28
RANK OF HUSBAND AND VOLUNTEER INVOLVEMENT OF WIFE

Rank	Total No.	No Volunteer Service		Volunteer Services					
				1 - 2		3 +		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
Company Grade	292	205	70	84	29	3	1	87	30
Field Grade	403	191	47	167	41	45	12	212	53
General officer	58	15	26	30	51	13	23	43	74
Total	753	411	55	281	37	61	8	342	45

As seen in Table 28, an ascending relationship exists between volunteer participation and rank of husband. Thirty per cent of the Company Grade wives represented in this study indicate current volunteer participation, as do 53% of the Field Grade wives, and 74% of the Generals' wives.

Comments received from the wives of General officers throw some light on the proportionately larger percentage of volunteers in this rank category. "Many of my 'volunteer' duties are of an honorary nature but they involve many hours and considerable effort." "A Commanding General's wife is very involved." Volunteer service is now not a matter of choice but of what needs to be done on the post." "The demands made upon the wife of a senior officer cannot be ignored."

Wherever there is a Wives' Club there is usually an honorary president--the Commanding Officer's or the General's wife. It is an honor that "goes with the rank" and cannot

easily be refused. The General's wife living in quarters on the post is particularly vulnerable, for she is called upon to lend her name and her presence to many a function where her support may be considered essential to the success of a meeting, a program, a pet project. Of course, in some instances, the pet project may be her own!

The adverse effect of "rank" is also influential, and is expressed by one wife who had been married to an officer, now of Field Grade rank, for many years:

Volunteer services were definitely influenced by the Senior Commander and/or his wife at each station. My personal desires and ambitions were always put aside--held in limbo--waiting for different circumstances.

Dependents

The data would indicate that involvement as a volunteer is a function of many factors, another of which is dependents in the family.

There is nothing in the data on dependents, however, that might suggest that the influence of children in the family is different for the volunteer Army officer's wife than it is for the wife of a civilian. On the basis of the data in Table 24, the Type of Organization, and Table 29, Dependents and Volunteer Involvement, shown on the following page, these observations are made:

1. Those persons showing the greatest volunteer involvement (59%), are the mothers who have "school age children only"--no pre-schoolers.

2. In the civilian community, the greatest contribution is made to educational and youth organizations. Data in Table 29

shows greater service by mothers with three and four children than by those with none, one or two. More children mean more PTAs, Sunday Schools, and Scout activities demanding the help of mothers whose children are enrolled.

3. Only 32% of wives with no dependents are volunteers, versus 48% of those with dependents.

4. As expected, the percentage of participation on the part of mothers is the lowest for those who have pre-school children--35%.

TABLE 29

DEPENDENTS AND VOLUNTEER SERVICES

School Age of Youngest Dependent	Total Fami- lies	No Volunteer Services		Volunteer Services					
				1 - 2		3 +		Total of Volunteers	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%
None	109	74	68	26	24	9	8	35	32
Pre-schoolers in family	290	189	65	91	31	10	4	101	35
School age	282	116	41	132	47	34	12	166	59
College age or over	72	32	44	32	44	8	12	40	56
Total	753	411	55	281	37	61	8	342	45
Number ^a									
None	109	74	68	26	24	9	8	35	32
One-two	354	200	56	134	38	20	6	154	44
Three-four	217	100	46	91	42	26	12	117	54
Five or more	44	22	50	19	43	3	7	22	50
Total	724	396	55	270	37	58	8	328	45

^a29 wives indicated dependents but did not show number and were excluded from this table.

Employment

Data compiled on employment and volunteer involvement, shown in Table 30, indicates that those who are not employed participate more as volunteers than do those who are employed. This is as might be expected with any group of wives.

Of those women who are employed full time, 18.6% are volunteers, as compared to 48% of those not employed. Degree of involvement of those who have part time employment shows no clear cut pattern; however, surprisingly, the over-all percentage for this group shows more volunteer participation, 55.5%, than do either the non-employed or full time job holders. It would appear that, while those in full time employment might feel themselves fully committed to their job, those not employed full time find a satisfaction in their activities outside the home, and time to be further involved in serving as volunteers.

TABLE 30

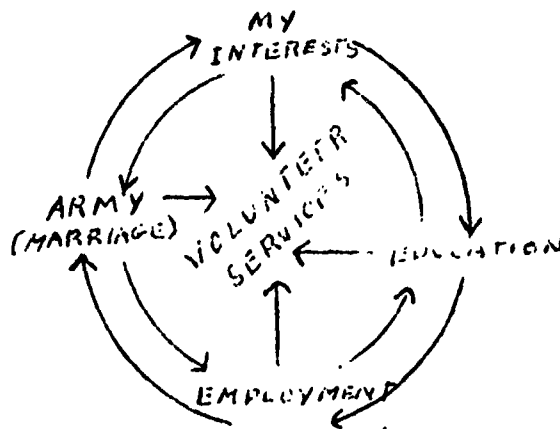
EMPLOYMENT STATUS AND VOLUNTEER INVOLVEMENT

Employment Status ^a	Total No.	No Volunteer Services		Volunteer Services			
				1 - 2		3 +	
		Total		Total		Total	
		Freq.	%	Freq.	%	Freq.	%
Not employed	602	313	52.0	232	38.0	57	10.0
Employed full time	70	57	81.4	13	18.6	0	0
Employed part time	63	28	45.0	31	49.0	4	6.0
Less than 10 hrs	9	6	66.7	3	33.3	0	0
10-20 hours	16	5	32.0	10	62.0	1	6.0
Over 20 hours	16	5	32.0	11	68.0	0	0
Hours vary	22	12	54.5	7	32.0	3	13.5

^aThese figures do not include 18 wives who recently resigned because of change of station during summer.

General Comments

Many wives expressed some additional thoughts on volunteer services not specifically covered by the questions. One wife projects her self image as an Army wife through the diagram shown here:



The questionnaire identifies the respondent as an active volunteer, highly educated, engaged in academic and avocational study, having a long range goal of becoming a published writer--salaried or otherwise, well oriented and happy in the military environment. It is interesting to note her commitment focuses on volunteer services.

Table 31 summarizes some of the other comments expressed throughout the questionnaire, shown by rank in an attempt to ascertain whether certain attitudes are reflected by rank.

The feeling that Army life stimulates a need for, and interest in, volunteering was expressed frequently by all groups. Field Grade officers' wives in particular feel that there is more volunteer participation in the Army than in civilian life, especially on or near an Army post. Both Company and Field Grade officers' wives commented on the opportunities to use

professional training; both groups of wives also expressed a feeling that volunteer requirements in the Army are too great, and limited in depth because of frequent transfers. The comments reflect the ambivalent feelings of many Army wives, for respondents expressed both resentment and pride in the emphasis placed on volunteering by the military "establishment".

TABLE 31

ARMY AFFILIATION AND VOLUNTEER SERVICES

Comments	Total Comments	Frequency by rank of husband		
		Company grade	Field grade	General
No comments	576			
Army life stimulates need, interest in volunteering	58	19	26	13
Feel there is more volun- teering than in civilian life	29	2	27	0
Able to use professional training as volunteer	31	9	22	0
More services on post	23	10	10	3
Volunteering personally benefiting	15	3	12	0
Too many requirements in Army	15	5	10	0
Transfers limit conti- nuity and depth	10	3	7	0
More suitable, flexible available than employ.	10	2	7	1

It is also felt by the researcher that additional comments suggest that the Army might give some thought to following the growing trend toward offering remuneration for "volunteer"

services of the professional person. While volunteers will always perform a valuable service, the increasing dependence in our society on volunteer help might bare some critical evaluation. It is difficult to require expertness of a volunteer of whom one often cannot be even tactfully critical. In exchange for remuneration one might find a better qualified volunteer--more knowledgeable and more professional in manner, and one more challenged to do a professional job.

There are several services now performed by volunteers for which pay could be considered appropriate. The Red Cross Volunteer in the hospital clinic could be more useful if she were a registered nurse--and permitted to work in that capacity. Community Services could benefit substantially by adding paid social workers to their volunteer staff. Information of a highly confidential and personal nature is often handled by such personnel--reason enough for professionally trained people.

Army wives constitute a large reservoir of qualified persons who could be better utilized in such fashion. At the same time, these positions would be helpful to the wife whose needs include both the pay and the part time work.

CHAPTER VI

RESEARCH FINDINGS: EMPLOYMENT

This final chapter of findings will examine information concerning employment of the Army officer's wife. A primary focus of this study is the relationship between academic and career preparation and employment; this chapter will analyze the utilization of that preparation, the occupational fields in which the wife is employed, the situational or environmental factors which influence the nature and extent of employment. It will examine the "problem areas" encountered in seeking employment and in entering the labor market, and it will explore to what extent the desire to seek or not to seek employment is influenced by the affiliation with the Army.

Several comments of wives responding to the questionnaire express somewhat the same feeling of the role of the officer's wife as that portrayed in the review of literature: "I am sure I would have worked a few years had my husband not chosen an Army career. . . . It is my opinion that Army wives are not expected to work. This has influenced my not working." Another comments: "I feel being the wife of an Army officer is a busy, satisfying life, and leaves no room for outside employment, if a 'realistic combination' of social commitments, involvement in Post and Civic volunteer services are met without

infringing on family duties, responsibilities and activities together." Still another remark: "I feel the trend toward Army officers' wives working is a good thing. Up until recently, it was considered inappropriate for an Officer's wife to work unless she was performing a service such as teaching or nursing."

How prevalent are the above attitudes, and to what extent do they influence the decision to work--or not to work? This chapter will examine this factor and others as it seeks answers to the objectives outlined for study.

Employment Background

For the purposes of this study, the "current" employment of the respondent is that job in which she was employed as a paid worker at the time she received her questionnaire. Because of the large number of persons receiving the questionnaire during a summer transfer (change of station) those persons who resigned a position due to a transfer were requested to complete the questionnaire as it applied to the employment immediately prior to transfer.

A question aimed at establishing the employment history of the population requested basic information on present and past employment. Only 255, or 34%, of the 753 persons in the study indicated they have never been employed since marriage. Two hundred and fifteen persons have been employed only in the early years of marriage, and 131 have been employed "intermittently". In contrast to the 34% who had never been employed were the sixty six, or 9%, who have been employed all or most of their married life.

Nine percent stated that they had recently "returned" to the labor market after having "stopped" working; thirty seven of this sixty six had not worked for ten or more years.

While approximately one third of the wives in this study have never worked and another half have had "some" working experience, twenty percent are currently employed. The status of these wives is shown in Table 32.

A total of 602, or 80%, of the wives in this study, are not currently employed. While this chapter will focus in greater detail on the nearly 20% that is employed, an analysis of those not currently working will be included, with specific reference to their reasons for choosing not to work.

TABLE 32
CURRENT EMPLOYMENT STATUS

Status	Frequency	Percent
Not employed	602	80.0
Just resigned, change of station	11	1.5
Employed full time	70	9.3
Employed part time: ^a		
Less than 10 hour week	10	1.5
10-20 hour week	18	2.3
Over 20 hour week	18	2.3
Varied hours	24	3.2
Total	753	100.0

^aTotal part time: 70 wives, 9.3%

Occupations and Backgrounds of Those Employed

Of the approximately 20% employed, as shown in Table 32, half are employed full time, half are in part-time employment.

The total number of working wives in this study is, therefore, 140--seventy of whom are working full time, seventy of whom are employed in part-time jobs.

Educational Level and Employment

Table 33 classifies the 753 wives in this study as: not employed, employed full time, employed part time. The table presents data on the educational level and degree attainment of wives in these three categories.

TABLE 33

EDUCATIONAL LEVEL, DEGREE ATTAINMENT, AND EMPLOYMENT STATUS

Educational level and Degree	Employment			Percent Employed
	None	Full time	Part time	
Below college level	126	6	8	11
Some college work	269	19	26	17
College graduate	178	32	23	30
Graduate work	40	13	13	65
No degree	333	23	24	14
Two year degree or R.N.	62	5	9	24
Bachelor's degree	188	34	30	34
Advanced degree	30	8	7	50
Total	613	70	70	18.6

The figures in this table indicate that employment for Army officer's wives increases with their educational level and degree attainment, a fact that is in line with studies of all American women completed by the Labor Department.¹ Less than 11% of those persons who have no college background are employed while over 65% of those who have completed some graduate studies are employed.

Examining the data on Table 33 on the basis of degree attainment, only 14% of those with no degree are employed, while 50% of those wives who have earned advanced degrees are working. Both sections of the table show a steady rise in employment as the educational achievement increases.

Occupations of Employed

The respondents were asked to select from ten choices the main activity of the employer for whom they worked. The majority of responses were in five areas, listed here in their rank order: (1) educational service--46, (2) medical service--30, (3) government--17, (4) retail and wholesale trades--16, and (5) "other" and self employed--14. Of those listing government, six are employed by local and county governments; the remaining

¹U.S. Dept of Labor, Women's Bureau, 1965 Handbook on Women Workers. Washington: U.S. Government Printing Office 1966, pg 192-194.

eleven are federal employees. Five are employed by the Army.

A few wives expressed some feeling toward the Army's "fear of employing dependents" and it's (apparent) lack of concern for the dependent job seeker. "The Army tends to be uninvolved with dependents, as is probably justifiable."

"It seems that the Army could employ wives looking for a 9 to 3 job doing office work, etc." Another asked if "there is a fear of nepotism."

A Federal government personnel regulation does "prohibit the recommendation or appointment to a federal job of a relative" (i.e., the officer may not promote his wife for a job) but this regulation does not prohibit the appointment of an individual who is a preference eligible for a Civil Service appointment.¹ Wives, therefore, are not normally employed in an activity to which the husband is assigned, but may be employed elsewhere as qualified.

The employed respondent was requested to state her job title or position, and these occupations are shown in Table 34 on the following page. Because of the rather broad gamut of

¹ Federal Personnel Manual. Washington: U.S. Government Printing Office, 1963 as changed.

TABLE 34

OCCUPATIONS OF EMPLOYED WIVES

Occupational group	Frequency
Education (total number 42):	
Elementary education teacher	18
Secondary education teacher	11
Pre-school education	5
Vocational education	3
Higher education	2
Special education	1
Adult education	1
Administration	1
Nurse	15
Secretary	12
Librarian	7
Business administrator	7
Real estate saleswoman	6
Receptionist	5
Sales clerk	4
Stenographer	4
Bookkeeper	3
Counselor	3
Dietician	3
Speech specialist	2
Lawyer	2
Writer	2
Physical education or sports teacher	2
Recreation worker	2
Music teacher	2
Music performer	2
Beautician, charm counselor	2
Physical scientist	1
Economist	1
Museum curator	1
Art teacher	1
Artist	1
Fashion designer	1
Clerk-typist	1
Officers' club caterer	1
Hotel administrator	1
Interviewer	1
Baby sitter	1
Court reporter	1
Broker	1
Total	140

occupations and the range in levels of responsibility of the jobs, all occupations are listed, allowing the reader a more comprehensive examination of the fields in which the Army wife in this study is employed. Listed in rank order, the data shows the largest number, forty two or 30% of those employed, are in education. The greatest number of these are employed as elementary and secondary school teachers. Those who are nurses rank next with fifteen--approximately 10% of the employed wives. The number of wives working as secretaries, twelve, follows closely.

In light of the relatively larger numbers working in education and nursing, some of the comments volunteered by both the employed and the unemployed that relate to these two fields are of interest. Comments contributed by those not employed as teachers or nurses indicate that these fields are viewed by many as the ideal occupation for an Army wife:

Since becoming an Army wife I have decided to change my major from education to nursing. I feel with constant transfers a nurse has less restrictions and requirements that vary from state to state than does a teacher, thus easier employment. Every military medical facility has had a need for nurses. No matter where my husband was stationed I would be able to work.

Others viewed the teaching profession as the ideal one. "The Army life makes pursuit of a professional career more than difficult. Teaching is, of course, an exception," and, "Teaching is an ideal profession for the moving wife, because one's skills may be utilized any place." "Those who have teaching degrees are always able to work."

While the data supports this opinion that many teachers do find employment, it is noted that several comments were

directed toward the difficulties encountered by the mobile teacher.

. . . because we have been transferred every year I have not been able to build up any seniority in any school system, thereby resulting in loss of pay.

I need specific courses to be certified in certain states; requirements change with my change in residency.

I must be content with substituting jobs until something comes along. Changes of station are often at inopportune times.

It is difficult to accumulate experience since partial years of teaching are not counted for pay purposes by most educational systems.

Although I have had no trouble finding teaching jobs where we were stationed, I have lost benefits of accruing sick leave, retirement, and other benefits.

A registered nurse, working as a volunteer registering OB-GYN patients, comments on the Army hospital employment policies which "do not hire part-time help and rotate shifts constantly for full-time nurses" making it difficult for an Army wife and mother to work in an Army hospital. Civilian hospitals, on the other hand, often adjust scheduling to make employment more attractive to the wife and mother who finds the night scheduling in Army hospitals prohibitive to her employment.

Educational Background and Job Preparation

Chapter IV of the research findings presents data on the academic background of all wives in this study; Table 33 shows the relationship of educational achievement to employment. On the following pages, Tables 35 and 36 show the relationship of that background to the specific jobs of the 140 employed wives.

TABLE 35

EDUCATIONAL LEVEL AND OCCUPATION

Occupational group	Educational level			
	High school	Some college	College graduate	Grad work
Education:				
Elementary teacher	. .	4	12	2
Secondary teacher	. .	1	8	2
Pre-school education	. .	2	3	. .
Vocational education	2	1
Higher education	1	1
Special education	1	. .
Adult education	1
Administration	1	. .
Nurse	. .	8	7	. .
Secretary	3	7	2	. .
Librarian	7
Business administrator	. .	3	4	. .
Real estate saleswoman	3	1	1	1
Receptionist	1	4	. .	. .
Sales clerk	3	1	. .	. .
Stenographer	. .	4	. .	. .
Bookkeeper	3	. .	. .	. .
Counselor	3
Dietician	3	. .
Speech specialist	2	. .
Lawyer	2
Writer	. .	1	1	. .
Phys. ed. or sports	2	. .
Recreation worker	1	1
Music teacher	2
Music performer	. .	1	. .	1
Beautician, charm counselor	. .	2	. .	. .
Physical scientist	1	. .
Economist	1
Museum curator	1
Art teacher	1	. .
Artist	1	. .
Fashion designer	. .	1	. .	. .
Clerk-typist	. .	1	. .	. .
Officers' club caterer	1	. .
Hotel administrator	. .	1	. .	. .
Interviewer	. .	1	. .	. .
Baby sitter	1	. .	. .	. .
Court reporter	. .	1	. .	. .
Broker	. .	1	. .	. .
Total	14	45	55	26

TABLE 36
DEGREE AND OCCUPATION

Occupational group	Degree				
	None	2 yr	Bach.	Masters	Adv
Education:					
Elementary teacher	2	.	16	.	.
Secondary teacher	1	.	9	1	.
Pre-school education	.	1	4	.	.
Vocational education	.	.	3	.	.
Higher education	.	.	1	1	.
Special education	.	.	1	.	.
Adult education	.	.	.	1	.
Administration	.	.	1	.	.
Nurse	1	11	3	.	.
Secretary	10	.	2	.	.
Librarian	.	.	3	4	.
Business administrator	3	.	4	.	.
Real estate saleswoman	4	.	1	1	.
Receptionist	5	.	.	.	.
Sales clerk	4	.	.	.	.
Stenographer	4	.	.	.	.
Bookkeeper	3	.	.	.	.
Counselor	.	.	.	2	1
Dietician	.	.	3	.	.
Speech specialist	.	.	2	.	.
Lawyer	.	.	.	.	2
Writer	1	1	.	.	.
Phys. ed. or sports	.	.	2	.	.
Recreation worker	.	.	2	.	.
Music teacher	.	.	2	.	.
Music performer	.	1	1	.	.
Beautician, charm counselor	2	.	.	.	.
Physical scientist	.	.	1	.	.
Economist	.	.	.	1	.
Museum curator	.	.	.	.	1
Art teacher	.	.	1	.	.
Artist	.	.	1	.	.
Fashion designer	1	.	.	.	.
Clerk-typist	1	.	.	.	.
Officers' club caterer	.	.	1	.	.
Hotel administrator	1	.	.	.	.
Interviewer	1	.	.	.	.
Baby sitter	1	.	.	.	.
Court reporter	1	.	.	.	.
Broker	1	.	.	.	.
Total	47	14	64	11	4

Those wives who are college graduates and degree holders are working predominately in the professional fields such as education, library science, dietetics, counseling, and law. The data indicates that the employed wives in this study are, by and large, working in positions commensurate with their educational background. Those persons with a master's degree or better are employed as teachers (secondary, higher education, and adult education), librarians, real estate saleswomen, counselors, lawyers, an economist, and a museum curator. With the exception of one highly educated real estate saleswoman, employment appears to be in line with educational attainment. This does not necessarily mean that wives are employed in the same field in which academically prepared; further reference will be made to this factor later in the chapter.

The employed respondent was requested to check one or more items specifying where she had received the preparation, training, or skills needed for her specific job. The answers show that the academic program was the primary kind of preparation. The answers, in rank order of response, are: (1) in school--as outlined earlier in the questionnaire---111, (2) previous work experience--29, (3) on-the-job or special job training course--20, (4) little or no preparation--9, (5) volunteer work and hobbies--5, and (6) others--private instruction, personal efforts--4.

In addition to this rather general statement of advance preparation the data in Table 37 shows the specific qualifications needed by the employee for the particular position held.

TABLE 37

**SPECIAL QUALIFICATIONS REQUIRED
FOR CURRENT EMPLOYMENT**

Requirement	Frequency
Specific educational or degree requirement	76
License or certification (either or both)	55
Previous work experience	36
Pass proficiency exam	26
Civil Service rating	14
Other	5

The total answers in this table indicate that in many instances it was necessary to satisfy more than one requirement for a job--such as both the degree and certification requirement for the teacher. Referring back to Chapter IV it can be seen that many wives are currently enrolled in academic courses for the purpose of meeting just such requirements as these.

The data compiled would support a position that few women entered the labor market without some background which prepared or qualified them for their employment. One hundred and eleven received their preparation and training in schooling as outlined in the educational section of their questionnaire. The checking of this item implies a relationship between the academic program, or major, and the job. That this is generally true is substantiated by the responses to another question: "Is your present job related to your educational program or major field of study?" Eighty four wives, or 60% responded that they are directly related, thirty two, or 23% that they are indirectly related; only twenty two, or 16%, said they are not related.

Table 38 shows the reasons stated as influencing the

selection of a job outside the academic field of preparation. The completion type question permitted the stating of more than one reason.

TABLE 38

REASONS FOR WORKING OUTSIDE FIELD
OF ACADEMIC PREPARATION

Reason cited	Frequency
Convenience of location, hours of job	9
Education or training was never completed	8
Formal education did not prepare for job	6
Change in interest	6
Related job not available	5
Better pay	4
Went to job through hobbies, volunteer activities . . .	3
Rusty skills and knowledge	2
"Attractive" job available	2
Wanted part time job, not available in field	1

Incomplete or inadequate education, change of interest, rusty skills, desire for convenient hours and location of job--these factors are not limited to the military. The statement that related jobs are not available is supported by the comments of wives who have highly specialized backgrounds or occupations, such as ^azoology major who writes:

A good job in my field is a career position--usually not available to transients. . . . As I have followed my husband through his training I have had to take low paying clerical jobs to supplement our income. I do not feel a woman can have a "career" position if her husband's career is in the military.

"The location of Army posts was detrimental to me. Small towns have no openings or funds", comments a clinical psychologist, while another wife writes, "We are at a very small post in the mountains, a very unsophisticated area concerning speech

therapy."

Part-time Employment

Both data and comments support a position that Army officers' wives in this study find the principle of part-time work attractive, with many wives commenting that they do not work because part-time employment is not available. Of seventy wives employed on a part-time basis, about half of them (thirty six) are college graduates with degrees; while, of those employed full time, 65% (forty five) are college graduates with degrees. Although some occupational fields lend themselves more favorably to part-time work than do others, few of the areas represented in this sampling of working wives seem to exclude the possibility of part-time employment. Wives in this study have found part-time employment available in professional fields--teaching, nursing, library science--as well as in non-professional areas--real estate, receptionists, sales clerks. Pre-school teachers are most frequently employed part time, probably because pre-schools normally have half-day sessions. The majority (75%) of wives in clerical or office jobs are employed on a full-time basis. This data is seen in Table 39.

Salaries of Employed

There are no comments which indicate that Army wives find salaries out of line with existing rates for other employees. However, as noted earlier in this chapter, wives do feel that the fact of transient employment prohibits or retards advance-
ment within the field, the end result of which is a lower salary.

TABLE 39

FULL-TIME AND PART-TIME EMPLOYMENT

Occupational group	Frequency		
	Total	Full-time	Part-time
Education: ^a			
Elementary teacher	18	11	7
Secondary teacher	11	5	6
Pre-school education	5	1	4
Vocational education	3	2	1
Higher education	2	0	2
Special education	1	1	0
Adult education	1	0	1
Administration	1	0	1
Nurse	15	6	9
Secretary	12	9	3
Librarian	7	2	5
Business administrator	7	6	1
Real estate saleswoman	6	1	5
Receptionist	5	1	4
Sales clerk	4	0	4
Stenographer	4	3	1
Bookkeeper	3	2	1
Counselor	3	2	1
Dietician	3	2	1
Speech specialist	2	1	1
Lawyer	2	2	0
Writer	2	1	1
Phys. ed. or sports	2	1	1
Recreation worker	2	2	0
Music teacher	2	1	1
Music performer	2	1	1
Beautician, charm counselor	2	1	1
Physical scientist	1	1	0
Economist	1	1	0
Museum curator	1	0	1
Art teacher	1	0	1
Artist	1	0	1
Fashion designer	1	0	1
Clerk-typist	1	1	0
Officers' club caterer	1	1	0
Hotel administrator	1	0	1
Interviewer	1	0	1
Baby sitter	1	1	0
Court reporter	1	1	0
Broker	1	1	0
Total	140	70	70

^aTotal in education: 20 employed full-time, 22 part-time.

The mode salary of full time workers is \$500 a month, with all salaries listed as follows: (1) less than \$200 a month--2 (a stenographer and a baby sitter), (2) between \$200 and \$399 a month--16, (3) between \$400 and \$599 a month--32, (4) between \$600 and \$799 a month--18, and (5) over \$800 a month--2 (a real estate saleswoman and a court reporter). Salaries in education are 65% in the \$400 to \$599 range, as are 77% of the secretarial salaries. Nurses salaries tend to run higher, with two thirds of the nurses falling within the \$600 to \$700 a month pay bracket. Five of the six full time personnel in business administration were in the \$200 to \$399 a month range.

The mode salary of part-time workers is \$2.50 an hour, with all salaries listed as follows: (1) less than \$2.00 an hour--11, (2) between \$2.00 and \$2.99 an hour--25, (3) between \$3.00 and \$3.99 an hour--16, and (4) \$4.00 or more an hour--18. In all the major occupational groups salaries range from the highest to the lowest category, giving no distinct picture of remuneration for the part-time employee. Again, nurses tend to receive higher wages than do those part-time workers (such as substitute teachers) in education.

Situational and Environmental Factors

One of the stated purposes of this study is to determine if factors associated with affiliation with the Army influence appreciably the nature and extent of employment of the population.

Place of Residence

Table 40 shows the relationship of employment and the residence of the respondent, and indicates that those persons

living off a military reservation are more apt to be employed than are those who reside on the post.

TABLE 40
RESIDENCE AND EMPLOYMENT

Residence ^a	Employment				
	None	Full time	Part time	Total Employ	Percent Employed
On post near city	141	10	10	20	12.4
On post near town	111	9	7	16	12.6
Urban	69	13	13	26	27.0
Suburban	201	25	30	55	21.5
Small town or rural	80	13	3	16	16.6

^a18 wives excluded from this table--those resigning from jobs because of transfers, prior residence not indicated.

In Chapter V, Table 27, it was illustrated that approximately 55% of those persons residing on military reservations participate as volunteers, whereas only 40% of those living off post do. The degree of involvement is reversed for those participating as paid workers. The larger percentage of employed wives live off the post--21.7%, as compared to 12.5% who reside on a military reservation.

This data is reinforced by the numerous responses which propose that "volunteer activities are more suitable for the wife living on post than is employment", "would like to work were post [volunteer] demands not so great", and "on or near post volunteer service is a part of the Army wife's role; likewise full time employment prevents doing full justice to that

role. Conversely, a working wife comments: "I am working because . . . I am not located on an Army post, so have more free time with no military obligations."

Of those wives living off post, urbanites show the greatest percentage employed. The availability of jobs in a metropolitan environment, in addition to the comparatively fewer military obligations, are undoubtedly contributing factors.

Employment by residence is divided fairly evenly between full-time and part-time employment with the exception of the rural and small town areas where 80% of those working are employed full time.

There is a slight but significant difference in employment associated with time in residence. Only 16% of those wives who had moved during the summer are employed, 22% of those who had lived in their present residence for three months to one year are employed, and 26% of those who have lived in the same residence for over a year are employed. The more permanent the residence the more likely is employment. While one might view with some skepticism the fact that 16% of "newly arrived" transfers find employment so quickly, it should be borne in mind that frequent moves allow little time for leisurely job hunting.

Dependents

Table 41 shows the relationship of the "school age" of dependents and employment. The figures would support the conclusions reached in other studies on employment of married women--those with pre-schoolers are least apt to be employed,

those with no children show the greatest incidence of employment.

TABLE 41

DEPENDENTS AND EMPLOYMENT

School age of Youngest Dependent	Employment				
	Not Empl	Full time	Part time	Total Employed	Percent Employed
Pre-schoolers in family	260	10	20	30	10.0
School age children	222	27	33	60	21.0
College age or older	60	4	8	12	16.6
No dependents	71	29	9	38	35.0

Three fourths of the working wives with no dependents are employed full time; only one third of those employed who have pre-schoolers are employed full time.

Rank of Husband, Age of Wife, and Employment

The percentages of those wives employed in the four age categories are surprisingly similar: (1) under 25--15%, (2) 25-34--19%, (3) 35-44--19%, and (4) over 45--18%. Employment examined by husband's rank, Table 42, shows an inverse relationship between rank and employment, with 25% of the company grade officers' wives employed, 19% of field grade officers' wives employed, and only 5% of the wives of generals employed. A high correlation factor between age of wife and rank of husband would lead us to predict a similarity in employment status for these two groups--which, as illustrated, does not exist. It appears, therefore, that the employment of the

Army wife can be considered to be more a function of rank of the husband than age of the wife.

TABLE 42
RANK OF HUSBAND AND EMPLOYMENT OF WIFE

Rank	Employment				
	Not Empl	Full time	Part time	Total Employed	Percent Employed
Company grade	233	34	25	59	25
Field grade	325	34	44	78	19
General	55	2	1	3	5

A summary of observations on the influence of rank and assignment on participation in both volunteer services and in the labor force seems in order here:

1. The mobility of the junior officer presents specific employment problems.
2. The wife of the officer assigned on-post housing finds she is expected to participate more in Army-related volunteer services than is the wife who lives off the post, detached from other military families.
3. The wife of a commanding officer finds extensive social obligations and responsibilities tend to discourage employment. When the same officer is transferred to duty elsewhere, at the Pentagon, for instance, social responsibilities for the wife are greatly reduced and the couple's social life is more of their own choosing.

4. The wife who is employed is less able to participate "voluntarily" in post activities, wives' club functions, and social events than is the non-working wife. Although the military can not require participation on the part of the wife, the "career" officer is more likely than is the non-careerist to feel that his wife should be involved in post functions rather than in the labor force.

Reasons for Working

Table 43 lists the reasons given by the employed wives for working. Free response answers were grouped by the researcher into the areas shown in the table. Because some differences were noted in the responses given by the wives of younger officers as compared to the more senior officers' wives, the table shows the rank order of responses for each of the three officer categories, in order that the differences--and similarities--may be examined.

TABLE 43

REASONS GIVEN FOR WORKING

Reason given	Total Res- ponse	Rank Order of Responses		
		Company Grade	Field Grade	General
Personal satisfaction, challenge, interest	113	2	1	1
Financial	75	1	2	2
Professional experience, Keep skills current	26	3	4	. .
Husband on hardship tour	11	4	6	. .
Security, interest when children grown	8	5	3	. .
Have time to work now	7	6	5	3

Qualifying remarks are of interest. "Personal satisfaction and mental stimulation" was most frequently expressed by the Field grade officer's wife. Employment--an "outside interest" meets that need. Company grade wives frequently combined "the enjoyment and challenge of the job" with the desire to keep professionally current.

The qualification of financial need also varied with rank. The Company grade officers' wives reported that inadequate salaries, frequent moves, need to purchase items such as furniture, determined financial need. The Field grade officers' wives, as well as three Generals' wives, most frequently stated a need to supplement the family income because of children in college.

Although indicating some desire to keep professionally current, this need did not rank as high with senior officers' wives as it had with the more junior wives. The older wives are further away in years from their pre-marriage schooling and/or employment; many have already "lost touch" with a former occupational field.

The Unemployed

Approximately twenty percent of the wives in this study are employed; eighty percent are not. An appraisal of the latter is as important to the purposes of this study as is the examination of the former. This section will analyse the data from the questionnaire gathered from questions specifically asked of those wives who are not employed.

Interest in Employment

The initial question addressed to those wives was: "Are you interested in working?" The responses, showing substantial interest, are shown in Table 44.

TABLE 44
INTEREST IN EMPLOYMENT^a

Response	Frequency	Percent
Not interested	278	45.3
Interested in full time employment now	9	1.5
Interested in part time employment now	43	7.0
Interested now, not otherwise defined	1	.2
Interested in full time employment later	41	6.7
Interested in part time employment later	160	26.1
Interested later, not otherwise defined	81	13.2
Total	613	100.0

^aDoes not include 140 wives currently employed.

Many comments contributed from wives in this study were personal expressions of some of the difficulties and problems associated with employment of the officer's wife. Other wives expressed the opinion that employment was not within the accepted concept of the role of the Army wife. Nonetheless, the table above illustrates that of the 613 wives in this study not currently employed, only 278 or 45.3% of them have no interest in working, whereas 53 expressed an interest in employment now,

and 282, or 46%, were interested in employment sometime in the future.

Responses to further questioning indicate more than a token interest in the possibility of employment now or at a later date, with the majority looking toward future rather than immediate employment.

One of the significant findings of this single question is the stated desire for part-time employment. Forty three wives are interested in part-time work now, and 160 wives look toward part-time employment in the future.

Table 45 shows the interest in working as related to the educational level (degree or no degree) of the respondent.

TABLE 45
EDUCATIONAL LEVEL AS RELATED TO
INTEREST IN EMPLOYMENT^a

Education	Interest in Employment			Percent now Employed
	No Interest	Yes Interested	Percent Interested	
Below degree level	168	171	50.4	14
Has earned degree	110	164	61.3	33

^a Does not include 140 wives currently employed.

As seen in this table, interest in future employment follows the same trend as that displayed in actual employment of the more highly educated. A greater percentage of those wives with degrees are employed than those without degrees; likewise, the unemployed wives with degrees show greater interest in future employment.

The next table, Table 46, shows a similar relationship.

TABLE 46

RANK OF HUSBAND AND AGE OF WIFE AS RELATED
TO INTEREST IN EMPLOYMENT^a

Husband's rank	Interest in Employment			Percent now Employed
	No Interest	Yes Interested	Percent Interested	
Company grade	74	159	67.3	25
Field grade	160	165	51.0	19
General	44	11	25.0	5
Age of respondent				
Under 25	18	47	72.3	15
25-34	69	148	68.3	19
35-44	65	80	55.1	19
45 and over	126	60	32.3	18

^aDoes not include 140 wives currently employed.

The higher the rank of the sponsor, the less the percentage of wives employed, and the less the interest in employment on the part of those not working. Although little difference is noted by age in the percentage of wives working, Table 46, shows that interest in employment, as expressed by those not employed also decreases with the age of the respondent--the same relationship as noted with an increase in the husband's rank.

In light of the fact that so many wives seem to have an interest in employment, it is worth noting the reasons they give for not being employed.

Those factors stated most often as influential are:

(1) family and home responsibilities--559, with 149 of these wives specifically mentioning small children or a pregnancy, (2) other commitments outside the home, such as volunteer work, social responsibilities or involvement--120, with 84 wives listing both the above as of primary importance, (3) personal attitude--happy as is, no desire or interest in working--107, (4) lack of qualifications for meaningful employment--75, (5) difficulties due to transient nature of life in the Army--lack of job in the area to which assigned, frequent transfers, husband on hardship tour--37. Interwoven into many of the answers given was the philosophy that "the woman's place is in the home", "mothers of small children shouldn't work", and "my family's needs come first."

Other reasons given with some frequency were: no financial need for employment, duties as Army officer's wife, jobs not available at right hours, presently enrolled in school, enjoy the freedom that a job does not allow, family attitudes (husband and children), and family and personal problems.

Those difficulties of employment attributed to mobility will be examined more closely in a subsequent table.

Employment Plans

Table 47 is a grouping of answers given to the question, "Do you have any employment plans for the future? If so, what are they?"

It is readily seen that some of the "plans" expressed are quite vague and indefinite, and will possibly never result in the

wife entering the labor market until a reason for doing so becomes more crystalized.

TABLE 47
EMPLOYMENT PLANS

Plans	Frequency
Have no plans for employment	209
Work later to pay for college (self, children, husband)	165
Possibly work later, children in school or grown	121
No definite plans; undecided	54
Work after getting more education and/or training	43
Would like to work while husband on hardship tour	36
Plan to work when husband leaves Army (or retires)	30
Would like part-time work	20
Will work later but no definite plans now	12
Have a job coming up	5

Many of the plans expressed are goal oriented (help pay for college), or motivated by certain foreseen situations where employment is seen as a means of alleviating some possible difficulty; i.e., the need to find some outlet when children are no longer home; the need for both an outside interest and financial aid when a husband is on a hardship tour; the need, and the opportunity, to work when the husband leaves the Army.

The majority of wives in this last group are wives of young junior non-career officers who plan to leave the Army at the completion of their military commitment to go back to school or to search for a new job--in both instances financial assistance is a factor. Also voiced by these wives is the frustration of trying to work while in the Army--the frequent transfers of the junior officer (Chapter IV, Table 10) is detrimental to the wife's employment. Table 47 also contains data on the number of

wives who have again expressed a desire for part-time employment.

Involvement During Hardship Tours

In setting up this study it was decided to limit the selection of the population to the wives of officers on active duty within the Continental Limits of the United States. The purpose of this limitation was to eliminate some of the complexing variables which overseas tours would introduce, and which could better be approached in a separate study.

As noted in Chapter III, a total of sixty two questionnaires were returned from wives whose husbands had been recently reassigned to hardship tours in Korea or Vietnam. Because in all instances the wives had returned completed questionnaires, and because all were themselves residing within CONUS, they were retained in the study. The sponsors were four Generals, twenty one Field Grade officers, and thirty seven Company Grade officers. This study directs no specific questions to these wives. However, through the many completion and free response questions included in the questionnaire these wives have provided some timely and pertinent information concerning their participation in these areas during the separation from the sponsor. Since the preceding chapters have already included some of this information, a summation is in order here:

1. Twenty one wives whose husbands are currently, or have been in the past, on hardship tours indicate that they went "back to school" during the sponsor's absence.
2. Fifty two wives whose husbands are currently, or have been in the past, on hardship tours indicate that they entered

the labor market during the sponsor's absence.

3. Many wives indicate that they are not employed, in school, or participating as a volunteer because their husbands are on a hardship tour.

Verbatim comments, which clarify the positions taken, follow:

Life for me on Army posts for 14 years has been most rewarding in the field of volunteer work... . Husband is now in Vietnam, my energies can now be better used in employment for compensation.

I would like part-time work due to the greatly reduced income with my husband on an unaccompanied tour. (There is actually not a reduced income, but involved here is the need for separate food or mess allowance for the husband, separate spending allowance, additional laundry expenses, etc.)

My husband is not with us and I feel our children need the security of one parent with them. (Husband in Vietnam, wife not working.)

I would like to work while husband is in Vietnam but feel need to stay with youngsters. Maybe part-time later. Knowing I can work makes the unaccompanied tours easier.

My husband will go to Vietnam soon and we spent most of last year separated while he was in training--we are taking advantage of having time together now. Hope to get a good interesting position in my home state when he goes.

It is also submitted that such comments as "preparing myself for a profession in case I am thrust into the role of sole bread winner" presents a very realistic goal which speaks for many of the wives in this study whose husbands are actually in Southeast Asia, or who know that such an assignment is eminent.

Employment and Army Affiliation

It has been noted that many wives have volunteered comments on the effect of their Army affiliation on their employment, or the lack of same. Some women are employed in spite of difficulties mentioned, others found the problems incompatible with employment and remained out of the labor force.

The comments which relate to this specific area of interest--employment and Army affiliation--have been grouped together and presented in Table 48.

TABLE 48
EMPLOYMENT AND ARMY AFFILIATION

Comment	Frequency
Employment disadvantages resulting from transient life of Army	72
Employment advantages resulting from transient life of Army	30
Worked during husband's hardship tour	52
Military life leaves no time, need, or desire for employment	23
Interest and proficiency in occupation result of Army contacts, needs, experiences, hobbies, volunteer work	14
Worked because of financial needs resulting from military affiliation--hardship tours, excessive moves of junior officers	7

Employment disadvantages due to Army affiliation related were:

1. Employers won't hire Army dependents because of transient nature--discrimination against the Army dependent in

employment.

2. Loss of benefits in moves.
3. Need to compete with "nationals" in overseas jobs, and on the same wage scale. "Nationals" given preference over dependents.
4. State employment qualifications and requirements different.
5. Often no job in career field available, particularly in specialized fields.
6. Career advancement difficult.

Some of the advantages of Army affiliation in employment are:

1. Greater experience and variety in jobs.
2. Overseas jobs were easier to obtain because of no state or certification and licensing requirements, better domestic help [at home.]
3. Scope and depth of experiences, general or specific, gained through Army increases efficiency in job.

Some of the Verbatim comments which are representative of the viewpoints expressed above are:

I would like to work when Post demands are not so great. Was not trained to work and have been busy with family and volunteer work. Moving so often--five times in five years--is a hindrance toward working. I have not felt the need until now. Perhaps it isn't too late. With my children gone, I wish I had a vocation to return to. (A general's wife.)

Consistent abnormally long hours of my husband's jobs for the past 20 years have firmly prevented conventional employment. . . . I cannot work because my husband would consider it unnecessary and in conflict with his requirements. (A general's wife)

I feel the frequency of Army moves and the variety of opportunities and circumstances preclude consistent career development, even on a volunteer basis. (Italics mine.)

My "career" as an entertaining jazz organist might have become much more important and lucrative had I been able to stay in one general area longer. . . . I feel participation in his activities more important to his career as an officer than my own aspirations.

Army--a negative effect on working! Too much time wasted on moves. Not always able to work at my occupation or plan ahead with frequent moves. (A hospital dietician.)

It seems that the Army could employ wives looking for a 9 to 3 job doing office work, etc. Also it seems that RAO [regular Army officers] could be told in advance how long each tour would be so that the family could plan accordingly. We have been transferred about every 9 months for the last 4 years--which is the length of time my husband has been in the Army. (A captain's wife.)

My training in the diplomatic areas as a wife of an attache greatly increased my ability to meet and sell myself and ideas to people. (A nursing supervisor.)

Half of the students I teach are "Army brats" and I feel I understand them and their problems. Most "civilian" teachers do not understand the moving problems of Army personnel.

Travel and residence abroad has been my job preparation! (A Spanish language teacher and translator.)

Certainly feel travel, moves, constant adjustments, varied volunteer situations train one to be far more adjustable to a job or work situation that is dynamic or extremely flexible in nature.

One of the disadvantages mentioned was discrimination against the Army dependent in employment:

I feel that there is a definite separation in the civilian market between military affiliated and other job seekers. It has made further education and employment virtually impossible. I have found that despite excellent references, adequate preparation, and better than average skills local employers are skeptical of hiring dependents. I have managed to work in other, less desirable fields. . . (An advertising copywriter, employed currently as recreation aide.)

Army wives are definitely discriminated against in employment fields because of transient nature of our existence; but volunteer services benefit.

Army affiliation has definitely hindered my employment opportunities. Employers generally like to hire people who are more permanent and do not generally have much patience with someone who is constantly on the move. Even though I am qualified I find employment opportunities extremely limited.

I find the Army attachment a detriment to advancement and acquiring the more interesting jobs in nursing in civilian hospitals.

Some of the difficulty in finding suitable employment or part-time jobs could be partially alleviated by the military itself. The researcher believes the Army should (1) give some consideration to the conversion of some of the jobs on Army posts now staffed by members of the armed forces into jobs for part-time positions. (The Pentagon now has a program for part-time clerical workers.) It is felt that the military establishment should be more sensitive to some of the employment difficulties of the transient military dependent than is the civilian employer, and more aware of the financial needs of certain Army families.

It is not uncommon on military posts to have an officer and/or enlisted man assigned to duties of a non-military nature, such as library assistant, AYA director, hobby shop instructor, Chaplain's assistant, and on the staff of Community Services. Equally or better qualified dependents could be hired for these duties, easing some of the financial difficulties of a family, and at the same time freeing a serviceman for military duties. Expense is not an issue since it would not seem that the cost of training a soldier would justify his use in some of these

jobs. Positions converted to civilian jobs should offer salaries that would attract professionally qualified dependents.

The study on Career Attitudes of Wives of Junior Officers concluded that many wives felt that inadequate pay of the military was inexcusable. This study demonstrates that many wives work for financial reasons. As the nation now examines the feasibility of a volunteer Army, salary is again a major consideration. It would seem that some consideration could be given by the Army to a policy change that would make more jobs available to wives who desire to work, and who are well qualified to do so.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to explore the participation of the Army officer's wife in the areas of education, volunteer services, and employment, and the premise that there are certain characteristics of the military environment which might influence and possibly modify that participation.

The study focused upon (1) the educational and career preparation of the Army officer's wife, and (2) the utilization of that preparation in volunteer services and in paid employment. In so doing, situational and environmental factors--military related and otherwise--thought to possibly influence participation in the areas of (1) education, (2) volunteer services, and (3) employment were carefully examined.

The review of literature focused upon the Army officer's wife--past and present--and the climate of the military environment in which the officer's wife functions as a student, a volunteer, and a member of the labor force. There was little in the way of research on the officer's wife found in the literature.

The population for this study was the wives of a random sampling of one thousand United States Army officers, of all

ranks, on active duty in CONUS. Names were provided by the Personnel Studies Division, DCSPER, Department of the Army. The 753 respondents were the wives of 292 Company Grade officers, 403 Field Grade officers, and 58 General officers, and represent a 75% response.

The data gathering instrument was an eight page, four part questionnaire, constructed from a pilot study conducted in the Washington, D. C. area. Questions pertained to the general identification of pertinent factors concerning the respondent, her academic and career preparation, and her current employment and volunteer services. In addition, respondents were offered an opportunity to comment on how, or if, their Army affiliation had influenced their involvement in any of the areas under study.

The questionnaire, consisting of a total of sixty three items, was so designed that the responses of each participant could be coded onto a single punch card for rapid computing of all information on the IBM 360 Model 44 Programming System, using Fortram IV language. Frequency tabulations and distributions, including percentages, were computed on most questions; rank order and cross tabulations were employed when meaningful. Tables were used extensively to present the findings, and verbatim responses were included when judged helpful in interpreting the data.

A summary of the findings follows:

Almost 40% of the respondents reside on military reservations and 60% reside in civilian communities. Of the latter,

almost three fifths live in suburban communities, with the remainder equally divided between rural and urban residency. Only General officers and their families show a larger percentage living on post than off.

The population is highly mobile with only 44% having lived at their present residence for more than a full year. The Company Grade officer and his family is considerably more mobile than is the more senior officer.

The study supports a position that there is no stereotype Army officer's wife. The observations of two respondents illustrates how differently each one views herself in relation to her Army affiliation:

Army wives are a unique group! We are what we are because of the army and the army husband and its influence and its way of life for us.

I live this transient life just as I would a civilian existence. The pattern hasn't changed, because I'm still the same person no matter what my Zip Code.

Education

1. Almost 40% of the respondents are college graduates; only 18.5% have had no schooling beyond the high school level. Ninety percent of the sponsors are college graduates. Those wives with advanced degrees are likely to be married to officers who also have advanced degrees.

2. Three fourths of the wives who have had schooling beyond the high school level attended four year colleges or universities.

3. The major fields of post high school study most frequently represented are clerical (16%), education (15%), and

art and humanities (12%). Fourteen percent stated they had no major field.

4. The occupational fields most frequently represented were education (23%), and clerical (15%). Twenty six percent indicated no occupational field. The increase in education as an occupation over that indicated as a major is attributed to majors in other disciplines electing the teaching profession as a means of utilizing their education.

Wives who had job-oriented majors such as nursing, clerical, and education were least apt to change fields when selecting occupations.

5. The specific occupations most frequently prepared for were, in rank order: secondary education teacher, elementary education teacher, nurse, secretary, and clerk or clerk-typist.

6. Approximately 42% of the wives in this study had enrolled in some type of continuing education following their marriage. Types of programs in which enrolled, by rank order, were: higher education academic credit courses, non-credit courses, occupational, and professional training. Language was the most popular non-credit academic course. Those enrolled in professional training programs were most apt to have been nurses.

Respondents reported negligible participation in courses offered through the Army Education Centers within CONUS.

Approximately half of the 147 wives who had enrolled in credit courses earned at least one semester of undergraduate credit; another third earned graduate level credits.

Although intellectual stimulation and personal growth was the single most frequent reason for after-marriage education, the total combined reasons suggest the improvement of employment potential is a decisive motivating factor.

7. Over half of the respondents state a desire or need for further education. A negative relationship exists with age, with two thirds of the wives under thirty five indicating an interest in additional education as compared to one third of the wives over forty five. Educational level in itself does not appear to be a determining factor.

Personal growth, completion of degree programs, an increase in employment potential, better citizenship, and security are reasons most frequently given for desiring more education. Plans for future education ranged from none or indefinite to specific job or degree oriented goals. Non-enrollment is most frequently attributed to family and home responsibilities and certain factors relating to Army life (i.e. husband in Vietnam, recent transfer, lack of schools in area). Lack of interest or definite goal, expense, and employment are other reasons.

8. Many wives stated that travel is a tremendous educational opportunity for the Army family, outweighing the disadvantages of a transient existence.

9. Over one hundred respondents stated that their educational involvement, plans, or goals have in some way been influenced or affected by their Army affiliation, even to stating that hardship tours sometimes presented an opportunity for the wife to go back to school. Most frequent is the comment that

Army life stimulates a need and a desire for education, and that educational opportunities are often available on Army posts.

As expected, frequent transfers which result in difficulties in completing requirements, in transferring credits, in finding schools or programs needed to complete specific requirements present the greatest obstacle to those with definite educational goals.

Volunteer Services

1. Almost half (46%) of the respondents participate in volunteer services, with half of the volunteers contributing to more than one activity or program.

2. Twelve percent of the services require professional abilities or background, and an additional 38% of the assignments require some special skills, or organizational and leadership abilities. However, over one half of the assignments are considered by the volunteer to be "routine and non-skilled".

Teachers, nurses, and clerical workers are most apt to use their professional backgrounds as volunteers. Many wives with college educations feel the caliber of their services is improved by their general educational background, even though they may not be working in their particular field.

3. Fifty six percent of the volunteers are trained by the organization to whom, or through whom, they volunteer their services. Others are prepared through their own previous personal experiences or through on-the-job training. In very few instances are volunteers untrained or unprepared for their

specific volunteer assignment or duties. A large percentage feel that their professional and academic backgrounds contribute significantly to their preparation.

4. Sixty percent of the volunteer services are rendered to on-post organizations or programs, although only 40% of the respondents live on military reservations. More wives living on post serve as volunteers (55%) than do those living off post (40%). In addition, off-post wives often support organizations or programs of the military community as well as those in their civilian community. The reverse is less often true.

Of the wives living in civilian communities, those who live in suburban areas are more apt to be volunteers (44%) than are those in urban (36%) or rural (31%) areas.

Almost twice as many wives living in civilian areas serve as volunteers in educational and youth organizations than in any other type activity. On Army installations wives contribute more to social, cultural, and recreational programs (largely the influence of the Officers' Wives Clubs).

5. Mothers of school age or older children, with no preschoolers, are more apt to be volunteers. These mothers volunteer in direct proportion to the number of children they have, suggesting commitments to programs in which their own children are enrolled. Forty eight percent of wives with dependents volunteer while only 32% of wives with no dependents are volunteers.

6. There is a positive relationship between rank of sponsor and degree of volunteer participation of the wife. This is attributed to several factors: younger children and mobility

of junior officers, greater percentage of on-post residency and "volunteer" demands on wives of more senior officers and those in command assignments.

7. Wives employed full time participate less than do those not employed; however, those working only part time volunteer more than either group. While full-time employment is considered a full time commitment, the wife only partially committed through part-time employment finds a satisfaction in her outside activities that stimulates an interest in additional involvement.

8. Generally speaking, the majority of wives in this study view volunteer services as an assumed fact of Army life, although many wives express ambivalent feelings in this area. Also expressed is the feeling that Army life makes one more aware of the need for volunteers, and stimulates a desire to serve. Often voiced is the opinion that volunteer services are more suitable for the Army wife than is employment. Many wives feel that there are more volunteer services in the military or on post than outside the military community--that the Army "takes care of its own".

Many feel that volunteering is a satisfactory means of using one's professional skills; others feel that volunteer services offer little in the way of continuity and depth.

9. Volunteers state that the lack of a challenging volunteer experience is a decisive factor in seeking paid employment.

Employment

1. One third of the wives in this study have not been employed since marriage, half have worked intermittently, and nine percent have been employed most of their married lives.

2. Almost twenty percent of the wives are currently employed. About a fourth of this group have re-entered the labor force after an absence of ten or more years. Of the 140 wives currently employed, half are working full time, half have part-time jobs.

3. Employment of the Army officer's wife increases with educational level, as expected. Eleven percent with no college are employed as compared to 34% with bachelor's degrees, and 50% with advanced degrees.

4. The main activity of the employers are, in rank order: educational service, medical service, government, retail and wholesale trades. Only eleven wives are employed by the federal government--five of them by the Army.

5. The largest number of wives are employed as elementary school teachers, nurses, secondary education teachers, and secretaries, in that order. Teaching and nursing are viewed by many as ideal occupational fields for Army wives; however, wives employed in these fields report some difficulties which they attribute to their Army affiliation.

6. Eighty percent of the working wives received their employment preparation in school. Over half also qualified for their current employment through completion of an educational or degree requirement, over one third by licensing or certification,

and eighteen percent by proficiency examination. Ten percent of the employed wives hold Civil Service ratings.

Licensing and certification requirements are frequent obstacles to wives seeking employment in a new geographical location. The need to keep current and the lack of uniformity in state requirements are cited as primary problems.

7. Sixty percent of the employed wives are working in jobs directly related to their academic preparation. Professional persons, those in highly specialized fields, or those with job-oriented majors, if working, are employed in positions commensurate with their educational backgrounds. For the most part, reasons for not working in one's academic area do not appear to be military related with the possible exception of wives with highly specialized occupations for whom jobs are not always available in the geographical area to which their husbands are assigned. Many of these wives are, in fact, not working at all. Transfers also frequently do not come at an opportune time for obtaining a position.

8. More employed college graduates in this study are working full time than part time. Few occupational fields represented in this sampling of working wives exclude the possibility of part-time employment.

9. Wives do not question the salary they receive for their employment except as related to the adverse effects of transient employment which deters career advancement and subsequently results in lower salaries.

10. A greater percentage of wives residing in civilian communities--urban, suburban, and rural--are employed (21.7%) than are those living on a military post (12.5%). Urban wives tend to enter the labor force more than do wives from other residential areas. This is in direct contrast to the participation of Army wives as volunteers.

As expected, the more permanent the residence the greater the likelihood of employment. However, sixteen percent of the wives who had moved sometime during the past three months are already employed; this figure compares to twenty six percent of those who have been located for a year or more.

11. The relationship of dependents to employment or volunteer services is as follows:

Mothers of pre-schoolers participate less in volunteer services (35%) than do mothers of older children, and less than all wives in paid employment (10%).

Mothers of school age children (no pre-schoolers) are the most heavily committed as volunteers (59%) but only moderately involved in paid employment (21%).

Wives with no dependents participate as volunteers slightly less (32%) than do mothers of pre-schoolers; however, they are more often employed (35%) than are wives who are also mothers.

12. Although the percentage of employed wives in all age groups is approximately the same, there is a significant negative relationship between rank of sponsor and employment of the wife. Twenty five percent of Company Grade officers' wives,

19% of Field Grade officers' wives, and only 5% of Generals' wives are employed. It would appear that employment is to some extent a function of the husband's rank. Lower salaries of junior officers, and added social and volunteer obligations for wives of senior officers, are contributing factors.

13. Personal satisfaction, challenge of the job, and outside interest are stated as the primary reasons for working by senior officers' wives, while financial is the reason most often given by the wives of junior officers. The latter stated they work to meet basic costs of living; senior officers' wives are more apt to be helping meet college expenses of older children.

14. Many wives enter the labor force or go back to school when their sponsors are on hardship tours. Some do so because of the increased financial strain which comes from maintaining two separate residences. Others find the period of separation offers an opportunity to update professional skills, work toward some educational goal, fill the time of separation with some meaningful commitment outside the home. Still other wives curtail outside activities, feeling that their children need the security of an ever-present parent.

15. Over 50% of wives not currently employed are interested in working, with the majority looking toward future rather than immediate employment. Also of significance is the fact that 60% of those who desire employment would prefer part-time work.

A greater percentage of wives with college degrees are interested in employment than are those below this academic level; the same relationship exists in those already employed.

Interest in employment decreases with the increase in rank of the sponsor; current employment does likewise. The wives of junior officers (68% of whom are interested in future employment) express the most frustration over inadequate salaries (of sponsor), frequent transfers, employment obstacles. However, many are not presently working because of young children in the home. Many junior officers' wives are wives of non-career officers; both view their Army life as temporary.

Although no significant difference is observed in the age of those wives currently employed, interest in future employment decreases with the age of the respondent.

Home and community commitments and "no interest" are most frequently cited as reasons for not working. However, thirty seven wives feel that difficulties associated with the transient life of the Army preclude employment.

16. Wives cite examples of both advantages and disadvantages for the Army wife who enters the labor force.

Grievances center around the loss of benefits--salary, fringe, seniority--caused by transfers; the difficulties in establishing any sort of a career; the necessity of re-qualifying for employment when moving into a new state; the (alleged) discrimination of employers against dependents because of their transient existence; and the lack of available jobs in one's field.

In contrast, many wives (and often the same ones) feel that travel and a variety of experiences and contacts increase their employment capabilities and potential, and that mobility gives them an opportunity for varied and challenging employment opportunities.

17. There are many duty assignments for Armed Forces personnel on military posts that could be filled by professionally qualified wives, the greatest percentage of whom are unemployed, many of whom would prefer part-time employment.

Conclusions

Based on the responses to this study, the following conclusions are drawn:

1. The Army officer's wife is well educated, with over 80% having education beyond the high school level and approximately 40% having attained the bachelor's degree level.

2. The occupational fields most frequently represented in educational backgrounds are education (23%) and clerical (15%) with specific occupations most frequently prepared for being, in rank order: secondary school teacher, elementary school teacher, nurse, secretary, and clerk or clerk-typist.

3. The wife's educational interests did not stop with marriage. Over 40% have been enrolled in continuing education after marriage, and half of the wives indicate interest in further study.

4. Intellectual stimulation and personal growth is most frequently the reason for education after marriage; however, improvement of employment potential is a high motivating factor.

5. Army life, and the travels associated therewith, stimulate a need and desire for education.

6. Although the Army post provides limited opportunities to satisfy educational needs, wives do not partake of these opportunities in any large numbers.

7. Frequent transfers are the greatest obstacle to attainment of specific educational goals.

8. Nearly half of the wives in this study participate in volunteer services.

9. Twelve percent of the volunteer jobs are professional in nature, 38% utilize special skills and organizational and leadership abilities, and half are routine and require no special skill.

10. Wives feel that the caliber of services performed is improved significantly by their professional and general educational background.

11. The greatest number of volunteers are trained by the organizations through whom, or to whom, they volunteer their services.

12. Wives are more apt to perform volunteer services on the Army post than in the civilian community. Wives living on post are more apt to volunteer than are wives in civilian communities.

13. Volunteer services on post are more often in support of social, cultural and recreational programs, while off-post services are predominately in support of educational and youth organizations.

14. The wife with school age or older children, but no pre-schoolers, is the most likely to be a volunteer. Wives working part time volunteer more frequently than either the non-working wife or the full-time worker.

15. Participation as a volunteer increases with the rank of the husband; participation in the labor force decreases with the rank of the husband.

16. Lack of a challenging volunteer assignment is a decisive factor in the election of volunteers to seek paid employment.

17. The wives constitute a large reservoir of professional, skilled, and semi-skilled labor resource--80% with post high school education.

18. Two thirds of the wives have worked at some time during their marriage; however, only 20% are currently employed.

19. The greater the educational preparation, the larger the percentage of wives who are working. Employment follows career field in that the major employment areas, in rank order, are the same as for occupational preparation--education, nursing, and secretarial.

20. Because of local requirements, licensing and certification are obstacles to wives with professional qualifications who move frequently.

21. Wives with highly specialized fields and those with job-oriented majors, if employed, work in positions related to their educational backgrounds.

22. A much larger percentage of wives would be interested in employment under different situational and environmental circumstances, particularly if suitable part-time employment were available.

23. Wives in the younger age groups are more interested in future employment, many stating plans to work when their husband leaves the service.

24. Although the employment potential of some wives is increased by their military contacts and experiences, difficulties in employment and career advancement are aggravated by frequent transfers.

25. The Army officer's wife is expected by the military community to participate as a volunteer, particularly if residing on a military reservation; however, there is no longer a strong negative feeling regarding the participation of the officer's wife as a member of the labor force.

Recommendations

The summary and conclusions of this study suggest several recommendations for appropriate action:

1. That, because of the interest shown in continuing education by the Army wives in this study, the Army take the initiative (1) in determining the extent to which educational opportunities are available to Army wives through the Army Education Centers and the possibility that these resources are not brought to the attention of the dependents, (2) in broadening the counseling and guidance services of the Centers to specifically reach, include and encourage Army wives in their participation in the educational programs available to them-- either through the Centers or in the neighboring civilian community, and (3) in expanding the educational benefits, such as the GED program, available to wives through the military.

2. That the Army consider expanding the employment of qualified dependents in professional positions now staffed by non-professional volunteers.

3. That the Army (1) give further consideration toward the employment for pay of qualified dependents in non-military jobs now staffed by members of the Armed Forces, and (2) expand its efforts to employ qualified dependents in part-time positions.

4. That the Army consider the initiation of an Army-wide volunteer "career" program which would (1) promote training and advancement of a volunteer, (2) coordinate various service organizations and programs on military installations to better utilize the services of the trained volunteer, and (3) provide suitable recognition of volunteers for services rendered through the program.

It is recognized that such programs are currently in effect, to a limited degree, on certain installations and within certain organizations. Such programs could be expanded to meet Army-wide criteria. Army Community Services would be an appropriate organization to manage such a program.

The summary and conclusions of this study also suggest the need for additional research. It is recommended that the Army consider study in the following areas:

1. The coping mechanisms of Army wives whose husbands are on hardship tours overseas, to include (1) wives who have elected to live on military reservations such as Fort Leonard

Wood, Mo., (2) wives who choose to remain in the civilian community where they are residing when the sponsor is ordered overseas, (3) wives who return to the hometown environment of parents and/or other relatives, to determine if the Army has the means to alleviate some of the difficulties encountered by these wives.

2. The educational needs of the wives of both officers and enlisted personnel; the value to the Army in meeting these needs; and, the best manner in which these needs can be met.

APPENDIX

- A. Pilot study letter
- B. Letter to Army requesting sampling
- C. Letter accompanying questionnaire
- D. The questionnaire

The School of Education
The George Washington University
Washington, D. C. 20006
March 30, 1967

Dear

Enclosed with this letter is a pilot questionnaire which is to be the instrument for gathering data for a doctoral dissertation I am undertaking at The George Washington University. It is a study concerned with The Wife of the Army Officer (of which I am one), specifically with her academic background and her current employment status and/or participation in volunteer services. I have limited the survey to these areas only because it would be impossible to compile all the information which we might like to have on the army wife in one study.

You are one of fifty women selected for this pilot survey because you are an officer's wife living in the Washington area, in close proximity to the University and to myself. The army has no official connection with the study but has indicated an interest in the findings. The final study will include 1000 wives throughout the U.S. As it is impossible to foresee some of the difficulties a respondent might have in answering a questionnaire such as this, we would appreciate your help as we "field test" this one. As you answer the questionnaire, and I hope you will, I would like you to indicate any comments, questions, or criticisms you might have - make your comments right on the questionnaire. Are there questions which are poorly worded, or whose meaning is not clear? Is there a need for defining some of the terminology? Be as exacting and as critical as you feel the need to be - it is in this way that you will be most helpful to me.

If you would not object to my contacting you in regard to any comment you might make on this questionnaire, I would appreciate it if you would add your phone number. Also, if you would like a summary of the study at its completion sometime next spring, I would need your name and address. Otherwise, you remain completely anonymous; I have no way to connect your name with the returned questionnaires.

This may be the first questionnaire that you have answered as an army wife that does not ask how you like the commissary, the dispensary, or your government quarters. We are more concerned here with knowing more about some of the things you have done or are doing, or aren't doing! I hope you will find the change in emphasis a welcome one!

As we are about to be transferred to Germany, I would like to have your completed questionnaire returned to me by April 10th. I would like to thank you for your cooperation in this phase of the study. A stamped addressed envelope is enclosed for your convenience in answering.

Very truly yours,

Elizabeth M. Finlayson



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20008

THE COLLEGE OF GENERAL STUDIES

5226 Heming Avenue
North Springfield, Va.
April 24, 1967

Chief, Office of Personnel Operations
Department of the Army
Washington, D. C.

Dear Sir:

I am a doctoral candidate at The George Washington University and am writing my dissertation on "The Wife of the Army Officer: Her Academic and Career Preparation and Her Current Employment and Volunteer Services". Data for the study will be gathered from a questionnaire to be sent to 1000 officers' wives. This letter is a request for the names and addresses of a stratified random sampling of 1000 married army officers presently assigned in the Continental Limits of the United States.

The sampling requested is as follows:
100 married general officers
400 married field grade officers
500 married company grade officers

I have enclosed a brief description of the study, which has been accepted by my faculty committee in the School of Education, and for which the pilot study has just been completed. The final questionnaire will be in printed form. My response from the fifty wives in the area who cooperated in the pilot study was most encouraging.

Because my husband has received orders for transfer to Germany in June, and because a rather large number of other officers and their families will be transferred during the summer months, it is necessary that the questionnaire be mailed early in May. Therefore, it would be most helpful if you could grant my request and furnish the names and addresses as soon as possible.

At the completion of the study I would be happy to make a copy available to the Army for whatever use they might wish to make of it. If there is any question concerning this request I would like to suggest that you contact either my husband, Colonel H. C. Finlayson, OX 76350, or me, at The College of General Studies, The George Washington University, 676-7036.

Sincerely yours,

Elizabeth M. Finlayson

Elizabeth M. Finlayson
(Mrs. H. C. Finlayson)



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D. C. 20006

Hq USEUCOM (J-4)
APO, New York 09128

Dear

Enclosed with this letter is a questionnaire which is the instrument for gathering data for a doctoral dissertation I am undertaking at The George Washington University, Washington, D.C. It is a study concerned with The Wife of the Army Officer (of which I am one), specifically with her academic background, her participation in volunteer services, and her current employment status. It would be impossible, of course, to compile all the data we might like to have on the Army wife in one study. Since a great deal of attention is being directed today to the education and to the employment of women in this country, I have limited the survey to these areas of interest, and to volunteer participation.

This questionnaire is being sent to the wives of 1000 army officers currently (May, 1967) assigned within the Continental Limits of the United States. A stratified sampling will predetermine only one variable - wives of officers of all ranks will be represented. The Army has no official connection with this study, but has indicated an interest in its findings.

As you read through the questionnaire, please keep in mind:

1. Your name has not been requested and in no way will it ever be used in connection with this study. The code number on the questionnaire will be used solely to facilitate machine processing and for follow-up on those questionnaires which are not returned.
2. The success of this study is entirely dependent upon your returning the completed questionnaire. No meaningful or accurate conclusions can be drawn on the basis of inadequate returns. All wives, regardless of the scope or degree of involvement in the areas included in this survey, are important to the study.
3. There is ample opportunity throughout the questionnaire for you to state your reactions or opinions concerning the areas under study. We are vitally interested in how you feel your army affiliation might have influenced the areas of your life covered in this study.

We are about to be transferred to Germany, and I would appreciate it if you could return the questionnaire to me there by . If this questionnaire catches you in the midst of a similar transfer, please take it along with you and perhaps you can find an opportunity to answer it "en route." If it reaches you late because of a change in address, please answer and return it even though it arrives after the deadline. In either event, please answer the questions as you would have had you received the questionnaire prior to your move.

I would like in advance to express my appreciation for your cooperation in this study. A stamped, addressed envelope is enclosed for your convenience in answering.

Sincerely,

Elizabeth M. Finlayson

Code No. 165

**THE WIFE OF THE ARMY OFFICER: Her Academic and Career
Preparation and Her Current Employment and Volunteer Services**

Part I

GENERAL BACKGROUND

1. We are currently stationed:

- ☐ In the United States.
☐ Overseas (include Hawaii and Alaska).
☐ My husband is on an unaccompanied tour.

2. Our present home is (check only one):

- ☐ On a military post near a city.
☐ On a military post near a town.
☐ In an urban community.
☐ In a suburban community.
☐ In a small town or rural area.

3. I moved to this home in:

 (month) (year)

4. My age is:

- ☐ Under 25.
☐ Between 25 and 34.
☐ Between 35 and 44.
☐ Forty-five or older.

5. We have the following dependents (please indicate number of each):

- ☐ None.
☐ Pre-school children.
☐ School age children (other than college).
☐ Children attending college.
☐ Adult children living at home. (are they employed?)
☐ Other adults (parents, etc.) living with us.
☐ Dependent children or adults living elsewhere.

6. My husband's present rank is:

- | | | |
|----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> 2nd Lt. | <input type="checkbox"/> Major | <input type="checkbox"/> Brig. General |
| <input type="checkbox"/> 1st Lt. | <input type="checkbox"/> Lt. Col. | <input type="checkbox"/> Major General |
| <input type="checkbox"/> Captain | <input type="checkbox"/> Colonel | <input type="checkbox"/> General, etc. |

7. The highest level of my husband's formal education in civilian schools or in degree-granting military schools is (please circle):

High school; College 1 2 3 4 5 6 7 8 9 . Degree(s) earned .

Part II

ACADEMIC BACKGROUND

1. Please circle the highest level of your formal education:

Less than High School; High School 1 2 3 4 ; College 1 2 3 4 5 6 7

2. Please indicate any post high school education which you completed prior to your marriage:

Name of School Attended	Dates Attended	Major Field of Study	Credits Earned	Non Credit	Degrees Earned

3. Please indicate any education completed after your marriage, up to and including any present enrollment. (If you have taken any courses thru the Army Educational Centers, give name of post.)

Name of School or Program Sponsor	Dates Attended	Course or Field	Credits Earned	Non Credit	Degree	Reason *see list

(Use margin if necessary!)

*REASONS: Please indicate in "Reason" column above the reason or reasons you enrolled for the additional education. Use the LETTER preceding the reasons given below:

- a. To increase competency for present or potential employment.
- b. To increase competency for volunteer service.
- c. To work toward degree requirement.
- d. To work toward certification, license requirement.
- e. To learn more about special interests, hobbies.
- f. To learn new skills.
- g. To update old skills.
- h. For intellectual stimulation, personal growth.
- i. Other (specify here: _____)

4. What was the occupational or job field in which you prepared? (Examples: Home Economics, Education, Secretarial, or "none" if that is appropriate.)

Part IV

EMPLOYMENT

THE POSITION OF THE RESEARCHER CONCERNING EMPLOYMENT: This study does not attempt to place any value judgment on whether wives should or should not work. The researcher is neither for nor against. The following sections on employment are aimed at ascertaining certain facts of employment of the officer's wife, and is concerned with opinions only as they are expressed by you.

Section A

General Pattern

- .. Please check the one statement that most accurately describes your employment history since marriage. "Employment" refers to both full-time or part-time work for which a wage or salary has been received.

- ☐ I have not been employed since my marriage.
- ☐ I was employed early in my marriage but not since that time.
- ☐ I have been employed intermittently during my married life.
- ☐ I have been employed all or most of my married life.
- ☐ I have started working for the first time since my marriage.

I returned to work after approximately:

- ☐ Five (or less) years of not working.
- ☐ Between five and ten years of not working.
- ☐ Over ten years of not working.

☐ Other: _____

- . Check the one statement that most accurately describes your current employment status:

- ☐ I have just resigned because of a change in station.*
- ☐ I am NOT employed.
- ☐ I AM employed full time (35 or more hours a week).

I AM employed part time:

- ☐ Less than ten hours a week.
- ☐ Between ten and 20 hours a week.
- ☐ Over 20 hours a week.
- ☐ My hours vary, not always the same (such as in substitute teaching, private nursing).

If you are employed at the present time, either full or part time, please skip the next section "If You Are NOT Currently Employed" and turn to page 7. (*If you have just resigned from a job because of a summer transfer, please indicate that above and complete the section starting on page 7 as it applied to your recent employment.)

If you are NOT employed at the present time, continue on to the following section.

Section B

If You Are NOT Currently Employed

1. Are you interested in working? (Please check all appropriate answers.)

☐ I have no interest in working.

☐ I would like to work:

☐ Now
☐ Later

☐ Part time
☐ Full time

2. Please state the reasons why you are not now employed: (Such as "I do not want to work because...", or "I cannot work because....")

3. Do you have any employment plans for the future? If so, what are they?

4. Do you have any comments not stated elsewhere in this questionnaire on how you feel your Army affiliation has influenced in any way the areas of your life covered in this study (education, volunteer services, employment)? You may use the back of the cover letter if you would like more space.

The remainder of the questionnaire is directed to those currently employed. You have completed the questionnaire here. Please return it to me in the envelope sent to you. Thank you for your cooperation in this study.

Section C

If You ARE Currently Employed

1. Please complete the following statements concerning your present employment:

a. My present specific job title or position is: (stenographer, High School math teacher, staff nurse, etc.)

b. The main activity of my employer is: (check one)

- _____ Educational service.
- _____ Medical service.
- _____ Retail or wholesale trade.
- _____ Finance, insurance, or law.
- _____ Transportation, communications, or public utilities.
- _____ Social service or religion.
- _____ Advertising or public relations.
- _____ Manufacturing.
- _____ Government (specify: _____)
- _____ Other (specify: _____)

2. If you work full time (35 or more hours a week), check the salary that you receive:

- _____ Less than \$200 a month.
- _____ Between \$200 and \$399 a month.
- _____ Between \$400 and \$599 a month.
- _____ Between \$600 and \$799 a month.
- _____ \$800 or more a month.

3. If you work part time (less than 35 hours a week), check the hourly wage you receive:

- _____ Less than \$2.00 an hour.
- _____ Between \$2.00 and \$2.99 an hour.
- _____ Between \$3.00 and \$3.99 an hour.
- _____ \$4.00 or more an hour.

4. Is your present job related to your educational program or major field of study?

- _____ Yes, directly.
- _____ Yes, indirectly.
- _____ No.

5. Where did you receive the preparation, training, or skills needed for your job?

- _____ In schooling as outlined in Part II of this questionnaire.
- _____ In previous work experience.
- _____ On the job or special job training course.
- _____ Had little or no preparation.
- _____ Through volunteer work, hobbies.
- _____ Other: _____

If you are not working in a job or occupational field related to your professional preparation in school, please indicate why?

Check any of the special qualifications listed below that were required to obtain your present employment:

- ☐ Pass a proficiency examination.
- ☐ Previous work experience.
- ☐ Specific educational or degree requirement (such as college graduation).
- ☐ Civil Service rating (specify your rating _____).
- ☐ State license.
- ☐ State certification.
- ☐ Other (please specify: _____)

What are the reasons you are now working?

a. The main reason I am now working is: _____

b. Other reasons (if any) are: _____

Do you have any comments not stated elsewhere in this questionnaire on how you feel your Army affiliation has influenced in any way the areas of YOUR life covered in this study (education, volunteer services, employment)? You may use the back of the cover letter if you would like more space.

On completion of this questionnaire, please return it to me in the self-addressed stamped envelope sent to you. Thank you for your cooperation in this study.

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